

58240

MINUTES
FACULTY SENATE MEETING
JANUARY 13, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:34 p.m. by President Dale Linvill and guests were recognized.

2. Approval of Minutes: The Faculty Senate Minutes dated December 9, 2003 were approved as corrected.

3. "Free Speech": None

4. Committee Reports:

a. Senate Committees:

1) Welfare Committee – Chair Pamela Dunston reported that there was no report.

2) Scholastic Policies Committee – Chair Peter Kiessler reported that there was no report.

3) Chair Roy Dodd reported that there was no report.

4) Finance Committee – Chair Beth Kunkel stated that the Committee is continuing to work on their request for financial information from various centers and institutes. Immediately prior to today's meeting, the Finance Committee met with representatives from the School of Materials Science and Engineering.

5) Policy Committee – Chair Eleanor Hare submitted the Committee Report dated December 9, 2003 (Attachment A); stated that the Committee will next meet on Tuesday at 2:30 p.m.; and noted that she has received the Provost's comments on Post Tenure-Review.

b. University Commissions and Committees:

1) Budget Accountability Committee – Secretary Camille Cooper reported for Chair Brenda Vander Mey that there is no report. The Committee is working on existing items and will meet in two weeks.

5. President's Report: President Linvill reported that:

a. he will send to all senators an email message from Bob Eno of the Intercollegiate NCAA Coalition. The Faculty Senate will then decide if we want to endorse what is described in the message.

b. he learned at the President's Cabinet meeting that the West End Zone project has come to a stop because there are both public and private discussions being held about development.

c. there has been a lot of discussion about Governor Sanford's announcement regarding PSA monies. The top priority is that no cut be put in place for funding and operating funds for staff salary increases and that there be no decrease in health funding.

d. the President's Conference Room has been redecorated and is ready for use.

e. When asked by a Senator if they were in communication with the South Carolina Conference on Faculty Senate Chairs and Presidents, President Linvill responded that he and Vice President Smathers plan to attend the January 21st meeting in Columbia.

6. Old Business: None

7. New Business:

a. Following the opening and closing of the floor for additional nominations, elections to the Grievance Board were held by secret ballot. Faculty elected were: Syd Cross, Connie Lee, Ed Moise, Amod Ogale, and Cindy Pury.

b. Senator Hare submitted for approval the *Faculty Manual* change, Faculty Ombudsman Title Clarification. Following a brief explanation of the proposal, vote to accept was taken and passed unanimously (Attachment B).

c. Senator Hare submitted for approval the *Faculty Manual* change, Recommended Change to Part IV, Section E. Following a brief explanation of the proposal, vote to accept was taken and passed unanimously (Attachment C).

d.

e. President Linvill withdrew from action the Resolution to Create an Ombudsman Office to Serve the Clemson University Community. It was noted that this withdrawal does not by any means imply that the Faculty Senate does not support the establishment of a staff ombudsperson.

8. Announcements:

a. President Linvill noted that the Class of '39 Celebration and the Bell Tower Monument Ceremony at the Carillon Gardens honoring Kinly Sturkie were enjoyed by all.

9. Adjournment: President Linvill adjourned the meeting at 3:05 p.m.

Following the meeting, Provost Helms was asked for and provided an update on the PSA situation and the Governor's budget proposal.



Camille Cooper, Faculty Senate Secretary

Cathy Toth Sturkie
Cathy Toth Sturkie, Program Assistant

Absent: D. Smith, N. Walker, G., F. Chamberlain, T. Churan Mary LaForge (R. Campbell for), B. Vander Mey, G. Lickfield, J. Meriwether, D. Warner, Cawthon (D. Thomason for)

Report of the Policy Committee
January 13, 2004

A change to the title of Part V, Grievance Procedures, page v-2:

K. Faculty Ombudsman for Faculty, Postdoctoral Fellows,
and Graduate Students

in the *Faculty Manual* was approved by the Policy Committee.

A revision to the section of the Faculty Manual dealing with annual evaluation (Part IV. Personnel Practice, E. Annual Performance Evaluation, page iv-4) is needed in order to include use of the Faculty Activity System (FAS). The Policy Committee has been working on this revision for several months and, with the two modifications approved at the last meeting, requests approval from the Senate. The two new modifications are:

- 1) Increasing time for deans to evaluate from 2 weeks to 3.
- 2) Removal of reference to Form 2 as a "cover sheet."

The committee is concerned that the version of Form 1 printed by FAS is not the same as in the *Faculty Manual*. Differences are:

- 1) The title "Form 1 Professional Goals and Duties" is not currently being printed.
- 2) The signature lines are not currently being printed.
- 3) The categories for % effort have been changed from "teaching, research, extension, librarianship, other" to a collection of other categories.

Although no vote was taken, the intention of the committee is to examine the new categories and develop descriptive materials similar to those currently in Appendix C for the new categories. The proposed revisions to the annual evaluation require that the title and signature lines be restored in FAS.

Provost Helms told the last Faculty Senate meeting (Dec. 9, 2003) that policies in Columbia might change and allow the university to do biennial faculty evaluations, rather than annual evaluations. In view of her comments, the committee decided to postpone further discussion of changing the evaluation calendar from spring to fall until legislative direction becomes clear.

Suggestions from the deans for changes to PTR were distributed to the committee. No action was taken.

Future meetings:

- Tuesday, January 20 at 2:30 p.m. (Library 206)
- Tuesday, February 17 at 3:00 p.m. (Library 206)
- Tuesday, March 23 at 3:30 p.m. (Library 206)

Faculty Ombudsman

The proposed change to the title line emphasizes the limitation of the responsibilities and duties of the Faculty Ombudsman, but make no changes in these responsibilities and duties. It is likely that both staff and undergraduate students will soon have their own ombudsman. Given the reporting channels utilized by this ombudsman position, the change in title more clearly designates the responsibilities of this ombudsman. This policy is found in the *Faculty Manual* in Part V, Grievance Procedures, page v-2.

K. Faculty Ombudsman for Faculty, Postdoctoral Fellows, and Graduate Students.

The faculty senate through the Provost provides an Ombudsman, who serves the interests of faculty, postdoctoral fellows, and graduate students by acting as mediator in any dispute in which they may be involved. The confidential services of this professor, knowledgeable about the grievance process, are available free of charge with the expectation of resolving disagreements before they reach the formal stages outlined in the following sections on grievance procedures.

The Ombudsman will report to a subcommittee of the faculty senate Executive/Advisory Committee composed of: the immediate past president, the president, and the vice president/president elect of the faculty senate; the faculty representative to the Board of Trustees; a faculty member appointed by the Advisory Committee annually; and a faculty member appointed by the Ombudsman annually. In conducting the affairs of this office the Ombudsman shall be independent and free from any and all restraint, interference, coercion or reprisal. The Ombudsman shall be protected from retaliation. Should these principles be violated, the violations should be brought to the attention of the Provost and, if necessary, to the President of the university.

Recommended Change to Part IV, Section E January 13, 2004

In order to incorporate the use of the Faculty Activity System (FAS) into the Faculty Manual, the Policy Committee recommends the following changes to PART IV, Personnel Practices, beginning on page iv-4.

E. Annual Performance Evaluation

The annual performance evaluation by the chair or director and evaluation by the faculty peer review committee shall be conducted on a calendar year basis. ~~i.e., the evaluation process shall begin~~ , beginning in January for the preceding calendar year. These reviews must incorporate attention to "Best Practices for a Performance Review System for Faculty," Appendix G.

Establishment of Goals using Form 1 (Appendix C):

No later than Wednesday of the third full week after classes begin in the spring semester ~~Early in the calendar year~~, the faculty member enters his/her goals for the year in the Faculty Activity System (FAS). No later than the end of the fifth full week the faculty member's assigned duties and objectives for that year are established by the chair or director in consultation with the faculty member; the percentage of effort necessary to carry out these duties and achieve the objectives is determined at the same time. ~~using~~ Evaluation Form 1, "Professional Goals and Duties" (in Appendix C and printed from FAS) is used as a written record of these matters. Where there is a disagreement, the chair or director has the final responsibility to determine duties and objectives and to set the percentage distribution; a faculty member who disagrees may file a disclaimer and indicate his or her disagreement on Form 1. A signed, printed copy of Form 1 will be placed in each faculty member's personnel file. These goals are frozen for the university after the seventh full week of classes.

If a revision of goals is required because of a significant change in workload or in response to input from the dean or chair, revised goals for the fall semester may be entered no later than Wednesday of the third full week after classes begin in the fall semester. Revised

goals must be agreed to by the department chair or director. Disagreement is handled as in the same manner as in the spring. If goals are revised, a signed, printed copy of the new Form 1 will be added to the faculty member's personnel file.

Statement of Accomplishments using FAS and Form 2 (Appendix C):

Near the end of the calendar year, No later than the end of the second full week of classes in the spring semester, the each faculty member completes Evaluation Form 2, "Annual Report of Professional Accomplishments" and submits it to the chair or director. (Form 2 is found in Appendix C and printed from FAS.) While this report will, in most cases, correspond to the duties and objectives laid out in Form 1, faculty need to record the fullest account of yearly activity, especially concerning matters that might not otherwise come to the attention of the chair or director. Accomplishments not listed as objectives on Form 1 should be clearly identified as such. This annual report is restricted to activities related to the faculty member's professional responsibilities.

Annual Faculty Evaluation using Form 3 (in Appendix C):

On the basis of material in these two forms, personal observations, and a second interview, the chair or director completes Evaluation Form 3, "Evaluation of Academic Personnel" and forwards it to the dean no later than the end of the seventh full week of classes in the spring semester. [In the case of tenure-track faculty, the chair may attach the faculty member's most recent reappointment recommendation to the annual performance review (Form 3) and then complete the balance of the form, including evaluation of any accomplishments after the reappointment evaluation.]

In addition to a narrative evaluation, Form 3 calls for a "Total Performance Rating," a six-step scale ranging from "excellent" to "unsatisfactory." After completing and signing Form 3, a copy goes to the faculty member who signs it and returns it to the chair or director. Signing this form does not imply agreement with the evaluation and the faculty member has the right to file a disclaimer to the chair's or director's evaluation within ten days of its receipt.

After ten days, the chair or director forwards Forms 1, 2, and 3, including any attachments and disclaimers, to the dean. The chair or director is expressly prohibited from forwarding to the dean any material that was not seen by the faculty member during the evaluation process. After receiving the evaluation package, the dean has three weeks in which to read, sign, comment on the faculty member's performance and the chair's or director's evaluation, and return the package. Finally, a copy of Form 3 must go to the faculty member who will read, sign, and return the form to the chair or director. The faculty member's signature does not imply agreement and a disclaimer to the dean's evaluation can be filed within ten days of receipt. Any annual evaluation to which a disclaimer has been filed must be forwarded to the Provost for information before being returned to the dean's office, to the chair's office, and, finally, to the faculty member. Procedures are provided in the guidelines (see Appendix C) for disclaimers by the faculty member at any stage of the evaluation process. If any disclaimer is filed, the dean will investigate the matter and mediate if possible. If the matter cannot be resolved, the material shall be forwarded to the Provost for further review.

Form 3, including all supporting documents, is an official document useful in faculty development and providing important information for decisions concerning reappointment, promotion, tenure, and salary. It becomes a part of the faculty member's permanent, confidential file retained by each college dean. The faculty member has the right of full disclosure of his/her confidential file.

In departments or schools with four or more faculty, excluding the chair or director, a ~~Any~~ faculty member may request and receive in a timely fashion a ~~summary~~ report on how the six categories of the "total performance rating" were distributed among his/her colleagues, of the range of evaluations within a department or school, i.e., how many ~~the number~~ rated "excellent," "very good," etc. ~~If~~ Where there are sufficient numbers of faculty so that confidentiality can be maintained, a more precise distribution appropriate to the rank and tenure status of the inquiring faculty member will be reported. ~~the report may be by faculty rank.~~

[Text approved by Senate, but not yet approved by administration.]

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Whereas, The Faculty Senate recognizes that Clemson University is proceeding in its efforts to develop further an Ombudsman office;

Whereas, The Ombudsman has become an effective part of the University grievance processes serving faculty and graduate students;

Whereas, The role of Ombudsman serving undergraduate students is now vested in an administrative position which is contrary to all good Ombudsman practices; and

Whereas, The staff of Clemson University are not being served by an Ombudsman.

Be it resolved,

That the Faculty Senate of Clemson University supports efforts of the Clemson University Classified Staff Senate to establish Ombudsman positions to serve the needs of the Clemson University staff; and

Be it further resolved, that the President create and assign staff to a single Ombudsman Office that will serve Clemson University faculty, staff, graduate students, and undergraduate students.

Action: _____ this _____ day of _____, _____

Withdrawn

MINUTES
FACULTY SENATE MEETING
FEBRUARY 13, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:33 p.m. by Vice President/President-Elect Webb Smathers and guests were recognized.
2. Approval of Minutes: The Faculty Senate Minutes dated January 13 were approved as written.
3. "Free Speech": None
4. Special Orders of the Day: Paul Adams, Laurie Hillstock, and Carla Rathbone provided information and an overview on distance learning.
5. Slate of Officers: The Slate of Officers was presented by the Advisory Committee to the Faculty Senate.

Vice President/President-Elect:

Beth Kunkel
Connie Lee
Brenda Vander Mey

Secretary:

Eleanor Hare

The floor was opened for additional nominations for each office; however, none were received. The candidates decided to postpone statements until the March meeting.

6. Committee Reports:
 - a. Senate Committees:
 - 1) Welfare Committee – Chair Pamela Dunston submitted and briefly described the Committee Report dated February 10, 2004 (Attachment A). Senator Dunston asked for a Sense of the Senate to establish a committee to assist the Provost in reviewing all extension requests of tenure probationary periods and determine standard for equalizing these requests across campus. The Faculty Senate unanimously approved the establishment of such a committee.

2) Scholastic Policies Committee – Chair Peter Kiessler reported that there was no report. Secretary Camille Cooper directed the Senate's attention to the "Ad-Hoc Committee to the Council on Undergraduate Studies Draft Report" included in the agenda packet and encouraged Senators to offer comments.

3) Chair Roy Dodd reported that there was no report.

4) Finance Committee – Chair Beth Kunkel stated that the Committee is continuing to work on financial information from various centers and institutes. Brett Dalton has received the data but is asking for some clarification. It has been agreed to have this information available to the Faculty Senate by the March meeting.

5) Policy Committee – Chair Eleanor Hare submitted and explained the Committee Report dated February 10, 2004 (Attachment B) and noted that two items will be brought to the Senate under New Business

b. University Commissions and Committees:

1) Budget Accountability Committee – Chair Brenda Vander Mey stated that the Committee will meet on February 20th at 1:30 p.m. in 110 Brackett Hall and all are welcome. Agenda items for the meeting are the status of the philosophy of compensation and the issue of rehired retirees. Senator Vander Mey will meet with the Provost with queries of the last round of the salary report. Lawrence Nichols is collecting suggestions for non-monetary forms of compensation for staff. The Committee will attempt to incorporate that information in the philosophy statement.

c. Grievance Activity Reports – Webb Smathers and Beth Kunkel provided and explained the Grievance Activity Reports for Procedures I and II, respectively. The low number of grievances was attributed to the hard work of the Faculty Ombudsman, Gordon Halfacre, who received applause for his diligence (Attachments C and D).

7. President's Report: Vice President Smathers reported the following for President Linvill:

a. The Board of Trustees discussed the issues of developing policies for distance education and academic dishonesty; faculty voice in decisions; and the Transition to Teaching Program.

b. Emerging problems in the Graduate School Admissions process were brought to our attention by Bonnie Holaday. Examples include: the responsibility for processing graduate admissions now rests in the Admissions Office rather than the Graduate School Office; paperwork is being unglued and "lost;" and the time to process forms is increasing. President Linvill will check into this. The initial draft of the

Graduate Catalog included a list of faculty under each program. Vice President Smathers strongly stated that we are faculty in departments, not programs.

c. Joint City/University Committee met and heard a presentation on student volunteers to local agencies. If you have suggestions or know of community agencies in need of volunteer help, contact Jennifer Shurley.

d. A presentation by Aramark, Inc. to the President's Cabinet showed that food service on college campuses is changing. Aramark will develop a 5-7 year plan for food service at Clemson in a neighborhood concept and will interview faculty, staff, and students.

e. President Linvill and Vice President Smathers have attended two meetings of the S. C. Conference on Faculty Senate Chairs and Presidents. Last week they met the Executive Director of the Commission on Higher Education, who is very faculty oriented. The CHE does recognize that the three research universities do have different needs.

f. The budget proposal is dismal. Rumors abound and are just rumors, but we will have some kind of budget cut.

Vice President Smathers reported that:

a. Our language in the At-Will Bill has been adopted by the House and will now go to the Senate.

b. Walter Cox was supposed to go home from the hospital yesterday.

c. Federal and State funds are being sought for a campus parking garage.

d. *The Goat*, a book about hazing authored by a Clemson University graduate, has just been published.

e. The Faculty Senate, the Classified Staff Senate and the South Carolina Employees Association are sponsoring a forum of the upstate Legislators on Monday, February 23rd at 4:30 p.m. in the Strom Thurmond Institute.

8. Old Business:

a. Vice President Smathers reminded the Faculty Senate that in the fall, the Senate voted to be neither pro nor con on the Intercollegiate Athletics Issue. He informed the Senate that we were asked to poll the Senate again. Senator Alan Grubb asked that President Linvill report back to the Senate exactly what the agenda is before the Senate votes again.

9. New Business:

a. Senator Hare submitted for approval the *Faculty Manual* change, Proposal to Add Notification to Department Office in Case of Absence. Following a brief explanation of the proposal, vote to accept was taken and passed unanimously (Attachment E).

b. Senator Hare submitted for approval the Currently Used FAS Categories. Following an explanation and the acceptance of a friendly amendment, vote to accept was taken and passed unanimously (Attachment F).

c. Senator Hare then submitted for approval and explained Appendix C, Guidelines for Faculty Evaluation, Form 1. Vote was taken and passed unanimously (Attachment G).

d. Senator Donna Winchell expressed concerns that she would like to see the Faculty Senate address: the uncertain status of the revision of General Education, the effects of the pursuit of Top Twenty status and the inequities among colleges when it comes to making needed cuts (Attachment H). Following discussion it was decided that the Faculty Senate Executive/Advisory Committee would discuss the issue and bring back to the full Senate in March.

e. Senator Rudy Abramovitch stated that he attended the Student Senate meeting last night and thoroughly enjoyed it.

f. Senator Hare mentioned faculty member Jeff Appling's proposal (part of the CUS meeting agenda for February 13th) that seniors be exempt from final exams; the issue of the elimination of final exams was referred to the Scholastic Policies Committee.

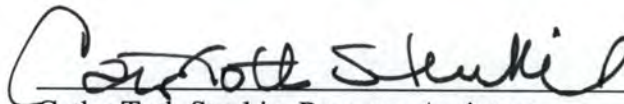
10. Announcements:

a. The Faculty Senate Annual Spring Reception will be held on Tuesday, April 13th immediately following the meeting at the FirstSun Connector at the Madren Center.

11. Adjournment: Vice President Smathers adjourned the meeting at 4:15 p.m.



Camille Cooper, Faculty Senate Secretary



Cathy Toth Sturkie, Program Assistant

Absent: G. Zehnder, D. Linvill (F. Barron for), J. Bertrand, T. Churan Mary LaForge (R. Campbell for), S. Bhaduri, J. Meriwether, D. Warner, Cawthon (R. Mayo for)

Welfare Committee Report February 10, 2004

Pay and Gender Equity

The Welfare Committee has to revisit this issue due to an unexpected finding that surfaced last week.

Summer Pay

Letters were sent to Deans and Directors in November requesting information concerning practices followed when determining summer compensation for faculty. To date, Dean Keinath, Dean Trapnell, Rosanne Pruitt from the School of Nursing, and Bill Fisk from the School of Education have responded to our request. Follow-up letters will be sent to non-responding Deans and Directors. Provost Helms will be consulted regarding her position on summer compensation and policies stated in the Faculty Manual.

Extension of the Tenure Probationary Period

Extension of the tenure probationary period for faculty who (a) give birth, father, or adopt a child, or (b) experience a "serious illness, family tragedy, or other special circumstances.

Provost Helm's concerns:

- Each of the 5 colleges may grant or deny the extension requests under different circumstances.
- Each college might define what constitutes a "serious illness" differently. Some colleges may require a faculty member to be on Leave Without Pay for a period of time before a request is granted.

Welfare Committee's Role:

Provost Helms would like a small committee from the Faculty Senate or Welfare Committee to review extension requests to ensure a fair system applied equally across colleges.

Toward that end the Welfare Committee requests Faculty Senate approval to

1. name or elect 2-3 members of the Faculty Senate and/or Welfare Committee to assist the Provost in reviewing all extension requests beginning fall 2004
2. change the Faculty Manual that reflect extension-request review procedures

Are other rules and procedures needed?

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Report from the Policy Committee

February 10, 2004

The Policy Committee met Tuesday, January 20, at 2:30 p.m.

On January 13, 2004, the Senate approved changes to the *Faculty Manual* that would include the use of the Faculty Activity System (FAS) in the annual evaluation of faculty. This change has been sent to Provost Helms for her consideration.

Whether these changes are approved by Provost Helms or returned to the Policy Committee for modification, there remains a conflict between Form 1 in Appendix C of the *Faculty Manual* and the version of Form 1 printed from FAS. The Policy Committee recommends that the Senate approve the topics currently in FAS, with a few minor changes.

The changes recommended are:

1. List "Student Advising" and "Honors and Graduate Committees" as separate categories of responsibility.
2. Remove the "and Personal Public" from the "Professional and Personal Public Service" category, deleting the corresponding explanation: "Personal public service may include things like Boy Scout or Girl Scout leader, serving on a town board, or building a Habitat for Humanity house."
3. Add: "Examples may include activities such as testimony before a legislative committee, judging at a science fair, appointment as a journal editor, or service on a national board." to the category "Professional Service."
4. Include an "Other" category for responsibilities.

Proposed Faculty Manual change: The Policy Committee was asked if there was any requirement in the *Faculty Manual* that faculty report absence from class to their department office. Finding none, the committee recommends adding that requirement.

Future meetings:

Tuesday, February 17 at 3:00 p.m. (Library 206)

Tuesday, March 23 at 3:30 p.m. (Library 206)

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CLEMSON UNIVERSITY GRIEVANCE BOARD
GRIEVANCE PROCEDURE ACTIVITY

GRIEVANCE I PROCEDURE PETITIONS

January, 2003 through January, 2004

Total Number of Grievances	3
Grievances Found Non-Grievable by Advisory Committee	0
Grievances Found to be Grievable by Advisory Committee	3
Not Yet Determined Grievable Or Non-Grievable	0
Grievances In Process	1
Suspended Grievances	0
Withdrawn Grievances	0
Petitions Supported by Hearing Panel	1
Petitions Not Supported By Hearing Panel	1
Hearing Panel Grievance Recommendations Supported By Provost	1 (supported in part by Provost) 1 (against Provost and President; went directly to Board of Trustees for a decision) 1 (in process)
Grievances Appealed to President	0
Presidential Decisions Supporting Petitioner	0
Grievances Appealed to Board of Trustees	0
Male	3
Female	0

GRIEVANCE ACTIVITY BY COLLEGE

<u>AAH</u>	<u>AFLS</u>	<u>BBS</u>	<u>E&S</u>	<u>HEHD</u>	<u>LIBRARY</u>
1	0	0	2	0	0

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CLEMSON UNIVERSITY GRIEVANCE BOARD
GRIEVANCE PROCEDURE ACTIVITY

GRIEVANCE II PROCEDURE PETITIONS

January, 2003 through January, 2004

Total Number of Grievances	2
Grievances Found Non-Grievable by Grievance Board	0
Grievances Found to be Grievable by Grievance Board	2
Not Yet Determined Grievable Or Non-Grievable	0
Grievances In Process	0
Suspended Grievances	0
Withdrawn Grievances	0
Petitions Supported by Hearing Panel	1/1-NA
Petitions Not Supported By Hearing Panel	1-NA
Hearing Panel Grievance Recommendations Supported By Provost	1-NA
Grievances Appealed to President	1
Presidential Decisions Supporting Petitioner	0
Grievances Appealed to Board of Trustees	0
Male	1
Female	1

GRIEVANCE ACTIVITY BY COLLEGE

<u>AAH</u>	<u>AFLS</u>	<u>BBS</u>	<u>E&S</u>	<u>HEHD</u>	<u>LIBRARY</u>
0	1	0	1	0	0

Proposal to Add Notification to Department Office in case of Absence

February 10, 2004

In response to a question about notification when faculty will be absent from classes, the Policy Committee proposes that the department office be notified.

PART VIII. PROFESSIONAL PRACTICES

F. Teaching Practices (page viii-2)

...

1. Faculty Class-Meeting Responsibilities. Teaching faculty are obligated to meet their classes regularly at the appointed times. When there are valid reasons for being absent from class (e.g., illness, emergencies, or travel on university business), the faculty member should notify the affected classes and the department office. If possible, such notification should be given in advance. Suitable arrangements, such as, substitute instructors, library assignments, or other appropriate utilization of class time, should also be made. If no advance arrangements are made, students are authorized to leave after waiting the time specified by the teacher at the beginning of the course in the course syllabus.

Approved by the Policy Committee: January 20, 2004.

Passed unanimously by the
Faculty Senate on February 10, 2004.

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Currently Used FAS Categories

February 10, 2004

Coursework -- Courses are loaded from the Course Scheduling System automatically. Please direct all questions about these to your course scheduler. If applicable, please indicate which courses are taught as compensated over loads.

Instructional Activities -- Include here any instructional activities that are not formally associated with instruction for a course. These may include pedagogical activities as well as intermittent lectures.

Administrative Assignments -- Include here any formal administrative assignment, such as chair, director, or leader of a department or program.

University Public Service -- Include all public service activities associated with formal responsibilities in your discipline. A formal responsibility is usually connected to salary dollars for public service activities. Cooperative Extension Service activities will be provided from the CUMIS system at the time of annual reviews. Those with Cooperative Extension Service appointments should indicate their general goals and expect that the project information will be included separately to your Chair.

Librarianship -- This section is primarily designed for the library faculty. Include all activities associated with the library operation and academic support from the library system.

Research and Scholarship -- Include research activities, publications, presentations and patents here as well as descriptions of research programs not reported to the Office of Sponsored Research. Awards and proposals processed through the Office of Sponsored Research are loaded automatically. Please direct all questions about these records to this office for corrections.

Student Advising -- Include all activities associated with student advising and degree advisory committees.

Honors and Graduate Committees -- The graduate thesis/dissertation committees are loaded from the Graduate School based upon filings by the candidates. Please encourage early filing by your students and direct questions about these records to the Graduate School for correction. FAS records will be updated periodically from the Graduate School records.

Currently Used FAS Categories (continued)

Department, College, and University Committees -- Include all standing department, college, and University committees, like curriculum, promotion and tenure, and administrative advisory committees. Committee chairs should name each committee and include a list of members. Report on student advisory committees under Student Advising / Honors and Graduate Committees.

Department Committees

College Committees

University Committees

Professional Committees

Public Service Committees

Other Committees

Professional ~~and Personal~~ Public Service -- Include here all professional ~~public~~ service activities that are not a formal responsibility of your position. Professional ~~public~~ service would include any service you provide based on your academic discipline that is not ~~associated with~~ required by your job responsibilities. ~~Personal public service may include things like Boy Scout or Girl Scout leader, serving on a town board, or building a Habitat for Humanity house.~~ Examples may include activities such as testimony before a legislative committee, judging at a science fair, appointment as a journal editor, or service on a national board.

Professional and Personal Development -- Include all activities you undertake to improve your skills or knowledge either through continuing education or professional organizations. Report sabbatical activities here. This may include attending professional meetings, taking short courses, or visiting a colleague's laboratory to learn new techniques.

Honors and Awards -- Include all honors and awards received during the current year.

Other.

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agenda pkt

APPENDIX C
GUIDELINES FOR FACULTY EVALUATION

Form 1
Professional Goals and Duties

Name of Faculty Member and Date

Area of Responsibility and % of total responsibilities:	Spring	Sum 1	Sum 2	Fall
Coursework	----	----	----	----
Instructional Activities	----	----	----	----
Administrative Assignments	----	----	----	----
University Public Service	----	----	----	----
Librarianship	----	----	----	----
Research and Scholarship	----	----	----	----
Student Advising	----	----	----	----
Honors and Graduate Committees	----	----	----	----
Department, College, and University Committees	----	----	----	----
Professional Service	----	----	----	----
Professional and Personal Development	----	----	----	----
Other	----	----	----	----

SIGNATURES:

Faculty Member: I concur with the proposed distribution of effort and attached goals.

Signature: _____ Date: _____

I have filed a disclaimer to the proposed distribution and/or the attached goals.

Signature: _____ Date: _____

Department Chair:

Signature: _____ Date: _____

GOALS: A statement of goals for each appropriate area of responsibility (Coursework, Instructional Activities, Administrative Assignments, etc.) should be attached. The guidelines in Appendix C may be used as an outline.

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The *Greenville News* on Saturday quoted Bill Hendrix, chairman of our Board of Trustees, describing the Governor's proposed cuts to public service activities as "as great a threat to Clemson University as we've experienced in our 115-year history." Both Representative Bobby Harrell and President Barker expressed hope that cuts to both PSA and academics could be held to single digits. In spite of that hope, we are preparing at the university, college, and departmental levels for the possibility that cuts will be larger.

I am in my twenty-first year at Clemson but in only my first year on the Faculty Senate. I don't know all of the protocol. I have found that we as a group are good at ceremonial rhetoric. We rightly honor our own and those who have gone before us when the occasion arises. A lot of hours apparently go into keeping the *Faculty Manual* up to date, which is essential. I can't help thinking, though, of what my professor in Colonial American Literature used to say: "The last act of a dying institution is to rewrite its rule book."

I don't think that Clemson is a dying institution, but I think it is fair to say that we are an institution in crisis due to unprecedented budget cuts by the state. I have been surprised not to hear this group speak out **as a group** during this time of fiscal crisis. Provost Helms asked us at last month's meeting to cooperate in presenting a united front in trying to express our concerns about the proposed budget. I am not advocating that we take our complaints as a body to the legislature, to the governor, or to the press. I do, however, think that the time has come for us to speak out for the faculty we represent on some internal matters.

I will mention three concerns that I would like to see this group address:

1. The uncertain status of the revision of General Education. It is my belief that we cannot be an institution in chaos at the same time that we are dealing with being an institution in crisis. I would like to see this body call for an immediate decision to delay the implementation of the new General Education requirements until fall of 2005, **with the exception** of the changes that will most directly affect the entering freshman class: cutting in half the introductory English, math, and science requirements.

2. The effects of the pursuit of Top Twenty status. For example, we in the English department have been told to cut our class size in freshman writing classes to 19. As a writing specialist and as director until recently of the freshman writing program, I would love to see enrollment in our writing courses capped at 19, a move that would also increase our rating in the race for Top Twenty. However, this is not the time. In order to improve our Top Twenty standing we in are in the position of increasing our number of freshman classes by 20% at the same time we are unable to renew the lecturers who teach many of them. I suspect that other programs are also caught between trying to meet Top Twenty criteria and trying to cover basic expenses.

3. The inequities among colleges when it comes to making needed cuts. We face increased tension among colleagues at an already tense time when some colleges make painful sacrifices and others do not, especially should any college's debt place a further financial burden on those who have already made the largest sacrifices.

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I told the Provost when I decided to step down from my administrative position that I would teach my classes, otherwise hide out in my office with the door closed, and keep quiet. Too many of my colleagues are still doing their jobs, but are otherwise lying low in their offices, avoiding controversy, and counting the months or years until retirement. I decided, instead, to run for Faculty Senate because I know this group is in a position to make a difference.

Donna Winchell
February 10, 2004

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MINUTES
FACULTY SENATE MEETING
MARCH 9, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:35 p.m. by President Dale Linvill and guests were recognized.

2. Approval of Minutes: The Faculty Senate Minutes dated February 13, 2004 were approved as distributed.

3. "Free Speech": Catherine Watt, Director of Institutional Research, explained in detail the Retiree Rehire Report dated January, 2004 which was the result of requests to the Budget Accountability Committee. This Report will now be published twice a year. The Budget Accountability Committee Notes dated February, 2004 are attached (Attachment A).

4. Slate of Officers: The Slate of Officers was presented by the Advisory Committee to the Faculty Senate. The floor was opened for additional nominations and Senator Alan Grubb's name was added to the Secretary nominees. The floor was closed for nominations. Candidates then verbally presented their individual statements of interest to the Faculty Senate. Elections were held by secret ballot and the results were: Connie Lee, Vice President/President-Elect and Eleanor Hare, Secretary.

5. Committee Reports:

a. Senate Committees:

1) Welfare Committee – Chair Pamela Dunston stated that the Committee will compile their work and submit a full report in April.

2) Scholastic Policies Committee – Chair Peter Kiessler reported that the Committee met recently with Herman Senter regarding plus/minus grading for the past three semesters. Rick Jarvis will be invited to their next meeting to speak with them about class size proposals.

3) Research Committee - Chair Roy Dodd reported that he and Steve Chapman have worked with the Intellectual Property Committee to draft a re-worked Research Ethics Policy in order to bring the procedures in line with the *Faculty Manual*.

4) Finance Committee – Chair Beth Kunkel stated that Brett Dalton has told her that all the data on centers and institutes should be available next

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X

week. The Committee will get together after spring break and will report to the Senate in April.

5) Policy Committee – Chair Eleanor Hare submitted and explained the Committee Report dated March 9, 2004 (Attachment B) and noted that the Committee will meet on March 23, 2004 at 3:30 p.m.

b. University Commissions and Committees: None

6. President's Report: President Linvill reported:

a. that he would like feedback on a review of the Smoking Policy. The Executive/Advisory Committee believes that the current policy is adequate.

b. that he and Vice President Smathers will write a letter to the NCAA Athletic Coalition that will include the Faculty Senate sense of this issue.

c. that a Faculty Manual Editorial Consultant will be appointed soon and asked for names of faculty who might be interested.

d. that he is a member of a subgroup of the Conference of Faculty Senate Chairs to draft a proposal of the reorganization of the Commission on Higher Education. This group will meet this week to begin its work.

e. that during the President's Cabinet meeting several upcoming events were announced.

7. Old Business:

a. President Linvill opened a discussion on general education. In addition to the Provost, Jerry Reel, Senior Vice Provost and Dean of Undergraduate Studies, and Barbara Heifferon, Professor of English and Director of Freshman Composition, shared information and answered questions regarding the new general education proposal (Attachment C).

8. New Business:

a. The election of the Centennial Professorship Selection Committee was held by secret ballot. Those elected were: Mary Haque (Named Professor), Hap Wheeler (Administrator); and Melanie Cooper and Gary Lickfield (Faculty). Kinly Sturkie, as Immediate Past President of the Faculty Senate, will chair this Committee.

b. Senator Hare submitted for approval the *Faculty Manual* change, Part IV, Section E, Personnel Practices, Annual Performance Evaluation. Following an explanation of the proposal, vote to accept was taken and passed unanimously (Attachment D).

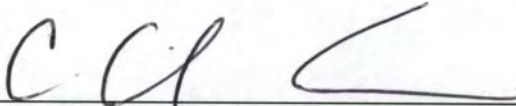
c. Senator Hare submitted for approval the *Faculty Manual* change, Special Faculty Ranks. Following a brief explanation and discussion of the proposal, motion was made and seconded to table. Vote was taken and move to table was passed unanimously (Attachment E).

d. Senator Hare submitted for approval the *Faculty Manual* change, Selection Process for Alumni Professors. Following a brief explanation, motion was made and seconded to table (Attachment F). Senator Hare then asked for and received a straw vote on two issues: for the final selection committee to send only one name forward and to add faculty to the composition of the final selection committee.

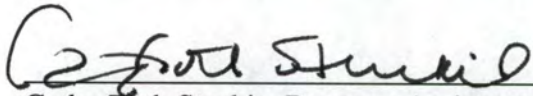
9. Announcements:

a. The Faculty Senate Annual Spring Reception will be held on Tuesday, April 13th immediately following the meeting at the FirstSun Connector at the Madren Center.

10. Adjournment: President Linvill adjourned the meeting at 4:30 p.m.



Camille Cooper, Faculty Senate Secretary



Cathy Toth Sturkie, Program Assistant

Absent: G. Zehnder, J. Bertrand (C. White for), T. Churan Mary LaForge (R. Campbell for), R. Abramovitch

**Notes from the Budget Accountability Committee
February 2004**

The Budget Accountability Committee met on Friday, February 20, 2004, 1:30-3:00 p.m.

Present: Cathy Bell, Rosa Grayden, Provost Helms, Phil Landreth, Dale Linvill, Lawrence Nichols, Brenda Vander Mey, and Catherine Watt.

I. Report on retired rehires

Catherine Watt provided a report on retired persons who had been hired or rehired by Clemson University since July 1, 2001. This will be used as baseline data to track practices and patterns in the future. A copy of the report is available at the Reserve Desk in the Cooper (main) Library, Level 2.

II. Status of the Philosophy of Compensation

Lawrence Nichols and Brenda Vander Mey reported on this. They shared a very preliminary draft with the Committee, and received feedback on it. They also noted that there were some significant challenges to downloading peer institutions' compensation philosophies and practices, but enough had been secured to give guidance to this document.

III. Queries from recent salary reports

Vander Mey and Provost Helms met for two hours on Friday, February 13, 2004 to systematically respond to each query. The queries were: explanations for pay raises that exceeded 10% and/or exceeded or approximated \$20,000; explanations for why certain individuals hold certain titles or positions; and, a complaint that Administrative Assistants in the Office of the President had received high salary increases.

With the exception of about 7 individuals for whom information was not immediately available, all persons receiving salary increases in excess of 10% and/or increases that exceeded or approximated \$20,000 received these increases because: they had been re-classified due to an expansion of duties; they had been tenured and/or promoted in the faculty ranks; their units had undergone major reorganization that resulted in major expansion of duties for them; they had taken full or part administrative duties; and/or the university responded to market competitiveness in selected cases.

In terms of queries about positions and/or titles, one case was simply a matter of a typographical error. The others had assumed full- or part-time administrative duties (e.g., several faculty members became department chairs). In one case, a

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person who previously had been classified staff had taken on full administrative duties of a program, and had been re-classed as a Lecturer.

It was found that one Administrative Assistant in the Office of the President had been given a salary increase of 10%. The reason for this was that her position had seen a major expansion of duties and the position had been re-classified.

IV. Non-monetary forms of compensation for faculty and staff.

Mr. Nichols has been collecting suggestions from staff regarding perquisites or non-monetary forms of compensation. The recent Faculty Salary Compensation Report also contained suggestions for perquisites for faculty. Landreth and Linvill have been collecting suggestions from staff as well.

Most non-monetary forms of compensation actually do involve real money (e.g., free parking, free Fike membership, full payment of insurance by an employer). Others, however, cost relatively little but have intangible, positive impact. Vander Mey brought up the issue of the Staff Recognition Dinner, which has yet to be organized this year. Staff look forward to this and respond very favorably to it. It was suggested that Vander Mey send an e-mail to Thornton Kirby, querying him on the status of this award dinner. Vander Mey did this immediately following the BAC meeting.

Other low- to no-cost forms of compensation include thanking and praising people for their efforts and work, having unit/departmental birthday parties or potlucks. Of course, people prefer money or to have some of their expenses covered by their employers, but mutual regard and informal "atta' boys" and "atta' girls" are not without value.

V. CBBS follow up

Steps are being taken right now to curb the deficit in this college. No colleges will be "taxed" or otherwise financially burdened or punished for this deficit.

VI. Other

The University of Louisville reports re staff compensation are available at:
<http://www.louisville.edu/benchmark/findings.html>

The Delaware Study (faculty compensation) is available at the web site for Office of Institutional Research. However, it was noted that recently there have been problems of access due to firewalls. Catherine Watt will work to rectify this situation.

Submitted,

Brenda J. Vander Mey, Chair

Report from the Policy Committee

March 9, 2004

The Policy Committee met Tuesday, February 17, at 3:00 p.m.

Faculty Manual provisions for evaluation of faculty.

On January 13, 2004, the Senate approved changes to the Faculty Manual (IV, E) that would include the use of the Faculty Activity System (FAS) in the annual evaluation of faculty. On February 10, after discussion with the Policy Committee chair, Provost Helms approved this document. Additional changes, suggested by Provost Helms, were considered by the Policy Committee.

The new document, including most of Provost Helms' suggestions, will be presented at the Senate meeting on March 9. The insertion of one additional paragraph from Appendix C will allow the removal of the second page of Appendix C.

Discussion of the Council on Undergraduate Studies.

The draft report of the Ad-hoc Committee to the Council on Undergraduate Studies (February 2, 2004) was discussed. Members of the committee thought that there was too little time remaining in the Senate year to take action. However, the Committee strongly recommends that this topic be addressed early in the next Senate year. Of particular concern is the fact that the Council sends policy matters directly to the academic council without approval from the Senate or any other group of elected representatives.

Need to appoint a Faculty Manual Editor.

The Policy Committee unanimously recommends to the Senate President and to the Executive/Advisory Committee that a Faculty Manual Editor be appointed as soon as possible.

Other: The Policy Committee is considering a modification of the description of Lecturer (in Special Faculty Ranks) and a change in the method of selecting Alumni Professors.

Last meeting of this Policy Committee:

Tuesday, March 23 at 3:30 p.m. (Library 206)

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Tentative
GENERAL EDUCATION 2005

3/4

I. General Education Competencies

Through the General Education experience at Clemson University, undergraduate students will:

Written & Oral Communication Skills

1. Demonstrate effective communication skills¹ appropriate for topic, audience, and occasion.
2. Write coherent, well-supported, and carefully edited essays and reports suitable for a range of different audiences and purposes.
3. Employ the full range of the writing process, from rough draft to edited product.
4. Incorporate both print and electronic resources into speeches, presentations, and written documents.

Reasoning, Critical Thinking, and Problem Solving

1. Summarize, analyze, and evaluate fictional and non-fictional texts.
2. Differentiate deductive and inductive reasoning processes.
3. Acquire and analyze information to determine its quality and utility.
4. Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

Mathematical, Scientific & Technological Literacy

1. Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods using multiple representations.
2. Develop an understanding of the principles and theories of a natural science² and its applications.
3. Explain and apply the methods of a natural science in laboratory or experimental settings.
4. Apply information technologies to intellectual and professional development.
5. Understand the role of science and technology in society.

Social & Cross-Cultural Awareness

1. Develop an understanding of social science methodologies.
2. Explore the causes and consequences of human actions.
3. Develop an understanding of world cultures in historical and contemporary perspectives.
4. Recognize the importance of language in cultural contexts.

Arts & Humanities

1. Develop an understanding of the history and cultural contexts of the arts and humanities.
2. Examine the arts and humanities as expressions of the human experience.
3. Experience and evaluate productions of the performing and visual arts.

Ethical Judgment

1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.
2. Demonstrate understanding of common ethical issues, and construct a personal framework in which ethical decisions can be made in a systematic, reflective and responsible way.

The General Education competencies may be met in a variety of ways. In some areas specific courses will be selected from a list of approved courses. In other areas, more flexibility is afforded to each degree program. In all cases, the UCC will be the faculty body to define approval criteria, to approve courses as meeting these criteria, and to approve curricula as meeting these general education requirements.

¹ Objective is primary focus on oral and written communication

² includes biological, physical science

Communications

Composition English 3 credits
ENGL 103

Advanced Writing 3 credits
A S 410, ENGL 304, 312, 314, 316, 345, 346, 348, M L 402, THEA (ENGL) 347, or an approved cluster of courses

Oral Communication 3 credits
COMM 150, 250 or an approved cluster of courses

Academic and Professional Development 2 credits

Participation in the Pilot Digital Portfolio Program or departmental courses approved by the UCC addressing the general academic and professional development of the student.

Mathematical, Scientific and Technological Literacy

Mathematics 3 credits

EX ST 301, MTHSC 101, 102, 106, 108, 203, 207, 301, 309

For Elementary and Early Childhood Education majors only: MTHSC 117, 118

Natural Science with Lab 4 credits

ASTR 101/103, 102/104, BIOL 101, 102, 103, 104, 110, 111, CH 101, 102, 105, 106,

GEOL 101/103, 102, 112, 114, PH SC 107, 108, PHYS 122/124, 207, 208, 221/223, 222/224

Science, Technology and Society 3 credits

Bachelor of Science: One course from Social Science or Humanities (see below).

Bachelor of Arts: One course from Mathematics or Natural Science or AGRIC (EN SP) 315,

BOSC 200, CHEM 105, 106, EN SP 200, GEOL 112, 300

Humanities, Arts and Social Science**Humanities**

1. Literature 3 credits

Bachelor of Science: ENGL Any 200-level literature course, CHIN 201, 202, FR 201, 202, 300, GER 201, 202, 301, 302, ITAL 201, 202, 301, 302, 400, JAPN 201, 202, PORT 202, REL 302, RUSS 202, SPAN 202, 303, 311

Bachelor of Arts: Any 200-level literature course, FR 300, GER 301, 302, ITAL 301, 302, 400, REL 302, SPAN 303, 311

A student may use FR 300, GER 301, 302, ITAL 301, 302, 400, SPAN 303, 311 or a semester-long study abroad approved program to fulfill the three-hour Cross-Cultural requirement.

2. Humanities (Non Literature) 3 credits

AAH 210, CHS H203, CHIN 499, COMM 365, 369, ENGL 350, 351, 353, 355, 356, 357,

380, 385, 386, GW (ENGL) 301, HUM 301, 302, 306, 309, MUSIC 210, 311, 312, 313, 314, 317, PHIL 101, 102, 103, 303, 304, 315, 316, 317, 318, 320, 323, 324, 325, 326, 327, 343, 344, 345, REL 101, 102, 301, 306, 307, THEA 210, 315, 316, 317, WS 301.

A student may use AAH 210, CHIN 499, ENGL 353, 380, HUM 309, MUSIC 210, REL 102, 301, 306, 307, THEA 315, 316, 317 to fulfill the three-hour Cross-Cultural requirement.

A student may use PHIL 324, 326, 345 to fulfill the three-hour Science, Technology and Society requirement.

3. Social Science (must be from two fields) 6 credits

AAS 301, ANTH 201, AP EC 202, 257, CHS H202, ECON 200, 210, 211, 212, GEOG 101, 103, 106, HIST 101, 102, 122, 172, 173, 193, PO SC 101, 102, 104, PSYCH 201, RS 301, SOC 201, 202

A student may take AAS 301, ANTH 201, GEOG 103, HIST 172, 173, 193, PO SC 102, 104 to satisfy the three-hour Cross-Cultural requirement.

A student may take HIST 122 to fulfill the Science, Technology and Society requirement.

In addition to the courses listed above to meet the three-credit Cross-Cultural requirement, a student may take GEOG 340, HIST 338, 339, 340, 341, 342, 351, 352, 353, 355, 361, 363, 370, 372, 373, 374, 375, 377, 378, 380, 381, 384, 385, 386, 387, 391, PO SC 363

In addition to the courses listed above to meet the three-credit Science, Technology and Society requirement, a student may take HIST 323, 491, PHIL 324, 326, 345, or RS (SOC) 401

Distributed Competencies Each degree program will integrate into the program of study competencies in the following area and provide an integration plan, which addresses competencies and implementation.

Ethical Judgment**Information Technology****Reasoning, Critical Thinking and Problem Solving**

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III. General Education Implementation Guidelines

English Composition

This requirement will be met by the completion of ENGL 103. (ENGL 102 for Advanced Placement or transfer students).

Advanced Writing

This requirement will be met by selecting from a list of approved courses or through an approved cluster of courses containing appropriate learning experiences that together provide content equivalent to at least a three-credit course. The cluster may be composed of courses within and/or outside the home discipline. Disciplines electing to use the cluster approach will also develop and implement assessment processes to aid in continuous improvement and to aid the Undergraduate Curriculum Committee (UCC) in evaluating the effectiveness of the cluster in meeting this competency.

The prerequisite for English Department advanced writing courses is Junior standing.

The Roy and Marnie Pearce Center for Professional Communication can support faculty interested in bringing writing-intensive and oral communication activities into their classes. The Center offers individual consultations as well as workshops that faculty will find helpful. All faculty are invited to take advantage of both: simply call the center at 656-1520, or email the Center Director, Kathleen Yancey, at kyancey@clermson.edu.

In addition, the Center can assist departments and programs to develop a focus on discipline-specific writing and oral assignments, activities, and assessment. The Center can help with technologically enhanced activities such as power point presentations, posters, and portfolios.

The Pearce Center Class of 1941 Studio for Student Communication is also staffed and equipped to work with students on all their communication assignments.

Oral Communication

This requirement will be met by selecting from a list of approved courses or through an approved cluster of courses containing appropriate learning experiences that together provide content equivalent to at least a three-credit course. The cluster may be composed of courses within and/or outside the home discipline. Disciplines electing to use the cluster approach will also develop and implement assessment processes to aid in continuous improvement and to aid the UCC in evaluating the effectiveness of the cluster in meeting this competency.

The approved oral communication competencies (as outlined by the National Communication Association) include the:

Ability to adapt to the Communication Environment

Students should, for example:

1. Communicate in a manner appropriate to the context.
2. Recognize when it is appropriate to communicate.
3. Recognize and adapt to the needs and responses of the intended audiences.

Ability to Critically Think and Reason

Students should, for example:

1. Be able to locate appropriate supporting materials.
2. Recognize and use basic reasoning.
3. Identify supporting information relevant to their communication goals.
4. Support claims with relevant and adequate evidence.

Ability to Develop Messages Effectively

Students should, for example:

1. Establish communication goals.
2. Organize thoughts effectively.
3. Answer questions thoroughly.

Ability to Communicate Ethically

Students should, for example:

1. Communicate candidly.
2. Accept responsibility for their own communication behaviors.
3. Communicate with open minds.
4. Demonstrate credibility.
5. Rely on responsible knowledge when communicating.

Ability to Speak Effectively

Students should, for example:

1. Speak clearly and expressively.
2. Use grammatically correct language.
3. Use unbiased language.
4. Present ideas in a manner appropriate to the context.

Ability to Listen Effectively

Students should, for example:

1. Listen attentively.
2. Listen with open minds.
3. Paraphrase accurately.
4. Ask appropriate follow-up questions.

Three credit courses that will satisfy the oral communication component should emphasize the above competencies in two of the three communication contexts (interpersonal, group, public).

Clusters of courses that are designed to provide oral communication competence should emphasize the above competencies in two of the three communication contexts (interpersonal, group, public).

Departments wishing to integrate oral communication into their courses should provide narratives explaining where in their curricula the skills are emphasized and should provide plans to assess student outcomes.

Academic and Professional Development

This component addresses the holistic development of the student. The proposed methodology is a digital portfolio program (with two credit hours assigned to the classes used for implementation) that provides an integrating learning experience. This program calls upon students to think beyond individual courses in their curricula, to address the connections among these courses, and to describe their impact upon their intellectual development especially with respect to the defined general education competency goals. To determine whether this ambitious concept can be effectively realized, the digital portfolio program will undergo a four-year pilot implementation and development period during which the UCC will assess its ability to meet the objectives and be implemented on a university-wide basis. A faculty task force will carry out this pilot program with representatives from each of the colleges under the jurisdiction of the UCC.

During the pilot/development period, individual degree programs may elect to have their students fulfill the Academic and Professional Development component of General Education by participation in the pilot program, subject to procedures developed by the UCC. Degree programs not participating in the portfolio pilot program will fulfill the General Education component on an interim basis by selecting two credits of coursework addressing the general academic and professional development of the student. If upon completion of a portfolio pilot the UCC finds that it meets the objective outlined above (including practical and effective implementation), the UCC may initiate the process of adopting a university-wide portfolio requirement.

A faculty task force will be established to further define the content and delivery of the portfolio experience.

Mathematical, Scientific and Technological Literacy

This requirement will be met by selecting from the approved list of mathematics and natural science (biological and physical science) courses. Students must take at least one three-credit mathematics course and one four-credit natural science course with a laboratory component, and one three-credit course from either the approved mathematics or natural science courses.

Social Sciences

This requirement will be met by selecting two courses from a list of approved courses. Selected courses must be from two different disciplines.

Arts and Humanities

This requirement will be met by selecting a three-credit literature course and three credits of humanities, non-literature courses.

Many programs will be affected by changes in the sophomore literature courses, particularly those programs that require a specific course instead of letting students choose. The ENGL 202-H210 courses are being replaced by only four courses: ENGL 212, ENGL 213, ENGL 214, and ENGL 215. The two current British literature courses (ENGL 203 and 204) are being replaced by the single course ENGL 213 (British Literature). The two current American literature courses (ENGL 205 and 206) are being replaced by the single course ENGL 214 (American Literature). The two current World Literature courses (ENGL 207 and 208) are being replaced by the single course ENGL 212 (World Literature) [pending approval]. The current Contemporary Literature course (ENGL 209) is being replaced by ENGL 215 (20th-21st Century Literature). None of the old courses will be dropped from the *Announcements* immediately because students already in the system will need them to complete their degree requirements.

English 310 will be deleted as a prerequisite for 300-level literature courses pending approval.

Cross-Cultural Awareness

This requirement will be met by selecting a course from the approved list of Cross Cultural Awareness courses or through a University approved Cross Cultural experience. The selected

course may be incorporated in the six required credits in the Arts and Humanities or the six required credits in the Social Sciences.

Degree programs may select the context of their Cross Cultural Awareness course in such a way that benefits the total curriculum. However, each degree program will include an approved general education course from either the Arts and Humanities or the Social Science areas.

Objective: Students will examine cultures, societies, and value systems typically different from their own. Contrasts will be presented between the dominant cultures of European-based societies and those of other places, other peoples, and/or other times. Through this exposure, students will develop a greater sensitivity to other cultures, societies, and value systems, thus expanding their cultural and intellectual horizons.

Rationale: On the one hand, we live in a world rapidly homogenizing under an inter-linked global system. At the same time, many indigenous peoples struggle to regain cultural, economic, and political independence from these homogenizing trends. Such homogenization and retaliation, moreover, have occurred periodically throughout human history. As global inequalities and environmental problems follow from these trends, it becomes critical for Clemson students to recognize the causes and consequences of these issues and to discuss the responsibility of our own society within the global community. Informed decision-making arises from understanding the issues involved. Students will learn to put their own cultural values and biases into perspective, to compare and contrast cultural differences, and develop a respect for such differences.

The Faculty is encouraged to develop and recommend additional courses to meet this requirement. To qualify for CCA designation, courses should have a major focus on non-Western societies or minority cultural groups within such societies. All CCA courses will have a common goal of establishing cultural knowledge and the understanding of relationships, impacts, and interactions between Western and non-Western societies, both present and past. Content and methods will be appropriate to the general education area in which the courses are offered.

Courses are particularly encouraged that allow the detailed exploration of non-Western and/or cross-cultural values within their social, historical, or environmental contexts. Such courses will allow the professor both to teach enough of the culture(s) so that the students can understand the society(ies) in some depth and also expose students to a wide range of questions, perspectives, and concerns. Courses team-taught by instructors from different disciplines might also be particularly effective.

Science and Technology in Society (STS)

This requirement will be met by selecting a science and technology course from the approved list of courses. The selected course may be incorporated in the ten required credits in the Mathematical, Scientific and Technological Literacy area, the six required credits in the Arts and Humanities, the six required credits in the Social Sciences, or as an additional requirement within the major.

Degree programs may select the context of their STS course in such a way that benefits the total curriculum.

Objective: Students will study interactions among the natural sciences, technology, and

society. They will explore how these systems affect each other and are affected by humans. Students will learn how to make informed decisions about science and technology in a social context.

Rationale: We live in a world shaped largely by science and technology. It is important that as citizens our graduates are able to come to educated opinions about interactions that involve science, technology and society. This requires an introduction to the methods of science and the ability to ask informed questions and think critically about how science and technology interact with society. For example:

- How are informed choices made about future human successes within global systems (natural, economic, social)?
- How do our values shape science and technology?
- How do new scientific and technological developments require us to refine our values and ethical judgment?
- What have we gained and what have we lost from the progress of science and technology?
- How does our political system handle controversies about science and technology?
- How are developments in science and technology affected by and how do they affect economic, security, environmental, educational and other policy decisions at local, national, international and global levels?
- Can we predict the impact on society of a new technology?
- To what extent are current technological and social systems sustainable?

Informed decision-making arises from understanding the issues involved. Students will learn to put emotion and bias into perspective, evaluate information and claims of fact, identify alternatives, characterize choices, and assess results.

The Faculty is encouraged to develop and recommend additional courses to meet this requirement. To qualify for STS designation, courses should deal with choices, not simply present the development of a particular science or technology. All STS courses will have a common goal of establishing knowledge and understanding of relationships, impacts, and interactions between science, technology and societal systems. It is not sufficient for an STS course simply to examine how and where science and technology are applied in society. Content and methods will be appropriate to the general education area in which the courses are offered.

Courses are particularly encouraged that deal with a case study, because focus on a single issue like genetics allows the professor both to teach enough of the science so that the students can understand the issue in some depth and also expose students to a wide range of questions, perspectives, and concerns. Courses team-taught by instructors from different disciplines might also be particularly effective.

Distributed Competencies

Ethical Judgment

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of

the treatment of ethical judgment is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

The staff of the Rutland Center for Ethics has agreed to assist degree programs in defining methods and content that faculties may choose to use to provide development of ethical judgment in their students. This assistance will be provided at the request of a degree program. The Rutland Center has also agreed to assist the UCC in evaluating the effectiveness of each program's approach to satisfying the ethical judgment requirement. Validation of the ethical judgment component within each program is the duty of the UCC.

Reasoning, Critical Thinking, and Problem Solving

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of the treatment of this area is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

Information Technology

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in this area. This integration plan and evidence of its implementation will be presented to the UCC for validation of this general education requirement. Quantification of the treatment of this area is avoided in favor of the presumption that faculties will want to place a serious effort in this critical area and distribute this effort to a significant degree throughout their curricula.

Recommended Change to Part IV, Section E

March 9, 2004

Changes to the *Faculty Manual*, PART IV, Personnel Practices, E. Annual Performance Evaluation (beginning on page iv-4) have been approved by Provost Helms. This new (and last we hope!) version incorporates changes suggested by Provost Helms and changes that allow the removal of page 2 of Appendix C from the *Faculty Manual*.

E. Annual Performance Evaluation

The annual performance evaluation by the chair or director and evaluation by the faculty peer review committee shall be conducted on a calendar year basis, beginning in January for the preceding calendar year. These reviews must incorporate attention to "Best Practices for a Performance Review System for Faculty," Appendix G.

Establishment of Goals using Form 1 (Appendix C):

No later than Wednesday of the third full week after classes begin in the spring semester, the faculty member enters his/her goals for the year in the Faculty Activity System (FAS). No later than the end of the fifth full week the faculty member's goals and assigned duties ~~and objectives~~ for that year are established by the chair or director in consultation with the faculty member; the percentage of emphasis given to each goal area effort ~~necessary to carry out these duties and achieve the objectives~~ is determined at the same time. Evaluation Form 1, "Professional Goals and Duties" (in Appendix C and printed from FAS) is used as a written record of these matters. Where there is a disagreement, the chair or director has the final responsibility to determine duties and goals ~~and objectives~~ and to set the percentage of emphasis distributed among goals ~~distribution~~; a faculty member who disagrees may file a disclaimer and indicate his or her disagreement on Form 1. A signed, printed copy of Form 1 will be placed in each faculty member's personnel file. These goals are frozen for the university after the seventh full week of classes.

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If a revision of goals is required because of a significant change in workload or in response to input from the dean or chair, revised goals for the fall semester may be entered no later than Wednesday of the third full week after classes begin in the fall semester. Revised goals must be agreed to by the department chair or director. Disagreement is handled as in the same manner as in the spring. If goals are revised, a signed, printed copy of the new Form 1 will be added to the faculty member's personnel file.

Statement of Accomplishments using FAS and Form 2 (Appendix C):

No later than the end of the second full week of classes in the spring semester, each faculty member completes Evaluation Form 2, "Annual Report of Professional Accomplishments" and submits it to the chair or director. (Form 2 is found in Appendix C and printed from FAS.) While this report will, in most cases, correspond to goals ~~the duties and objectives~~ laid out in Form 1, faculty need to record the fullest account of yearly activity, especially concerning matters that might not otherwise come to the attention of the chair or director. Accomplishments not listed as objectives on Form 1 should be clearly identified as such. This annual report is restricted to activities related to the faculty member's professional responsibilities and/or professional development.

Annual Faculty Evaluation using Form 3 (in Appendix C):

Form 3 records the department chair's summary evaluation of the faculty member. On the basis of material in Forms 1 and 2 ~~these two forms~~, personal observations, and a second interview, the chair or director completes Evaluation Form 3, "Evaluation of Academic Personnel" and forwards it to the dean no later than the end of the seventh full week of classes in the spring semester. In the case of tenure-track faculty, the chair may attach the faculty member's most recent reappointment recommendation to the annual performance review (Form 3) and then complete the balance of the form, including evaluation of any accomplishments after the reappointment evaluation.

The narrative evaluation has three parts: (a) a description of the individual's effectiveness with emphasis upon demonstrated strengths, (b) an indication of the area(s) where improvement is needed, and (c) suggestions of ways by which the faculty member can reach a higher stage of professional development.

In addition to a narrative evaluation, Form 3 calls for a "Total Performance Rating," a six-step scale ranging from "excellent" to "unsatisfactory." The department chair will check one category. After completing and signing Form 3, a copy goes to the faculty member who signs it and returns it to the chair or director. Signing this form does not imply agreement with the evaluation and the faculty member has the right to file a disclaimer to the chair's or director's evaluation within ten calendar days of its receipt. The chair will respond to any disclaimers and revise the evaluation if appropriate.

After ten calendar days, the chair or director forwards Forms 1, 2, and 3, including any attachments and disclaimers, to the dean. The chair or director is expressly prohibited from forwarding to the dean any material that was not seen by the faculty member during the evaluation process. After receiving the evaluation package, the dean has three weeks in which to read, sign, comment on the faculty member's performance and the chair's or director's evaluation, and return the package. The dean will respond to any disclaimers and revise the evaluation if appropriate. Finally, a copy of Form 3 must go to the faculty member who will read, sign, and return the form to the chair or director. The faculty member's signature does not imply agreement and a disclaimer to the dean's evaluation can be filed within ten calendar days of receipt. Any annual evaluation (including copies of Forms 1, 2, and 3, all disclaimers, all responses, and any other supporting documents) to which a disclaimer has been filed must be forwarded to the Provost for information before being returned to the dean's office, to the chair's office, and, finally, to the faculty member.

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Form 3, including all supporting documents (Forms 1 and 2, all disclaimers, all responses, and any other supporting documents), is an official document useful in faculty development and providing important information for decisions concerning reappointment, promotion, tenure, and salary. It becomes a part of the faculty member's permanent, confidential file retained by each college dean. The faculty member has the right of full disclosure of his/her confidential file.

In departments or schools with four or more faculty, excluding the chair or director, a faculty member may request and receive in a timely fashion a report on how the six categories of the "total performance rating" were distributed among his/her colleagues, i.e., how many rated "excellent," "very good," etc. Where there are sufficient numbers of faculty so that confidentiality can be maintained, a more precise distribution appropriate to the rank and tenure status of the inquiring faculty member will be reported.

Proposed Faculty Manual Change to Special Faculty Ranks

March 9, 2004

The Policy Committee was asked to consider modification of the description of the rank of Lecturer (*Faculty Manual*, Part III. Faculty, E. Special Faculty Ranks, page iii-5).

The proposed modification:

1. Creates and describes a "visiting lecturer" rank.
2. Uses the same time frame for appointments as for tenure-track faculty (i.e., one-year terms).
3. Changes the probationary period from four to six years^{rs} to match the probationary period for Senior Lecturer.
4. Move the notice of renewal or non-renewal from July 1 to July 15 to more closely coordinate with the end of summer orientation for new and transfer students. Since the one-year contracts will normally terminate about August 15, the July 15 date still gives one month's notice.

Lecturer. This rank is assigned to individuals with special qualifications or for special functions in cases in which the assignment of other faculty ranks is not appropriate. ~~The term of appointment shall not exceed one year, but~~ Academic contracts shall be for one-year terms and may be renewed. Notice of renewal or non-renewal must be provided before July 15 + for the following academic year. After ~~four~~ six or more years of ~~continuous appointment~~ satisfactory teaching as a lecturer, one year's notice of non-renewal must be provided.

Visiting Lecturer. This rank is assigned to individuals who receive part-time appointments or are appointed for one semester or less.

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Proposed Faculty Manual Change to selection process for Alumni Professors

March 9, 2004

The Policy Committee was asked to reconsider a change to the method of selection of Alumni Professors previously approved by the Senate. (*Faculty Manual*, Part III. Faculty, F. Endowed Chairs and Titled Professorships, page iii-5). Provost Helms and President Barker have requested that the final selection committee forward a single name for each vacancy instead of two. The following modifications to the text are intended to implement this request.

1. Rename the "advisory committee" at the college level the "college search and screening committee."
2. Each college search and screening committee forwards not more than two names (instead of three and the dean strike one).
3. The final selection committee consists of the collegiate deans and a representative from each college search and screening committee.
4. The committee elects its own chair.
5. The final selection committee forwards a single name for each vacancy.

For selection of alumni distinguished professors, each college elects an ~~advisory college search and screening~~ committee with representatives from each department offering undergraduate courses. Each ~~advisory college search and screening~~ committee forwards not more than ~~three~~ two nominees for each vacancy to the dean, who forwards ~~not more than two~~ these names for each vacancy to the final selection committee. This committee is composed of the collegiate deans and a representative from each of the college search and screening committees. ~~and chaired by the senior collegiate dean in terms of service as dean, The final selection committee will elect its own chair. This committee recommends at least two candidates~~ a single nominee for each vacancy to the Provost. The Provost forwards all documentation, along with any comments of his/her own, to the President for final selection. If the President so directs, the Provost asks the committee for additional nominations.

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MINUTES
FACULTY SENATE MEETING
APRIL 13, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:30 p.m. by President Dale Linvill.

2. Approval of Minutes: The Faculty Senate Minutes dated March 9, 2004 and the General Faculty Minutes dated December 17, 2003 were both approved as previously distributed.

3. "Free Speech":
a. Stuart Wyeth, Graduate Student Government President, explained his plans for the next year.

b. Steve Johnson, Librarian, shared information regarding the USA Patriot Act and asked faculty to support a national drive to amend the Act requiring the FBI to access information only about specific individuals who are suspected of having committee crimes, or who are suspected of conspiring to commit crimes. Questions and answers were then exchanged (Attachment A).

4. Committee Reports:
a. Senate Committees:
1) Welfare Committee – Chair Pamela Dunston submitted the Welfare Committee Annual Report dated March 17, 2004 (Attachment B) and noted that some issues will be carried over until the 2004-05 Senate session.

2) Scholastic Policies Committee – Senator Cindy Pury submitted the Annual Report (Attachment C).

3) Research Committee – No report.

4) Finance Committee – Chair Beth Kunkel submitted the annual Committee Report (Attachment D) and a memo from Brett Dalton, Academic Affairs Financial Officer containing information requested from the Finance Committee regarding Institutes and Centers (Attachment E).

5) Policy Committee – Chair Eleanor Hare submitted and explained the Final Report of the 2003-04 Policy Committee (Attachment F).

6) Budget Accountability Committee – Chair Brenda Vander Mey submitted the Annual Report for 2003-2004 dated April, 2004 (Attachment G).

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7) Faculty Senate Ad Hoc Committees:

a) President Linvill stated that the Report from the International Committee is included in this meeting packet (Attachment H). Stuart Wyeth, the Graduate Student Government President, asked that a graduate student be added to this Committee's membership. Vice President Smathers will pass along this information.

b) Senator Fran McGuire noted that the search for the Dean of Undergraduate Studies is in process; that the first candidate will be on campus Monday and Tuesday; and that two additional candidates will soon be on campus. Senators were encouraged to attend candidate presentations.

c) President Linvill noted the presence the Report of the PSA Structure Select Committee in today's meeting packet (Attachment I).

b. University Commissions and Committees: None

6. President's Report: President Linvill stated that:

a. at the President's Cabinet meeting he learned of a Ten Thousand Steps Program that will soon be initiated on campus.

b. the Faculty Senate responded to the Campus Smoking Survey that the current smoking policy is adequate and does not need to be changed.

c. the Academic Council looked at what was required for approvals; who does them; and what happens to academic issues. President Linvill suggested that they look at the academic issues because faculty are not part of that Council and are not on other councils.

d. at a recent CHE meeting President Linvill learned about the "virtual library" concept: a 24-48 turnaround time for loaning books among South Carolina academic libraries.

e. as a benefit for students, internship notations on transcripts are being looked at through the Michelin Career Center.

f. the lecturer positions are finally being re-defined.

g. that the Board of Trustees meetings last week were very interesting. Senator Beth Kunkel stated that she attended the Finance Committee meeting that was interesting because a subset of them toured campus and saw building differences such as Long Hall versus Hardin Hall. They were concerned about the quality of education experience that students would have in settings that are less than desirable. Senator Alan Grubb attended the Educational Policy Committee that he described as "lively." Several new programs were approved and were well received by the Board. President Linvill noted that fire safety was discussed at length (due to the recent hotel fire in Greenville and the apartment fire in Clemson).

h. noted that group leaderships, such as the Faculty Senate, are changing all over campus. The relationship between the Faculty and Extension Senates is better.

7. Old Business:

a. The proposed *Faculty Manual* change, Selection Process for Alumni Professors, was submitted and explained by Senator Hare. Vote to accept was taken and passed with the required two-thirds vote (Attachment J).

b. The proposed *Faculty Manual* change, Special Faculty Ranks, was submitted and explained by Senator Hare. Vote to accept was taken and passed with the required two-thirds vote (Attachment K).

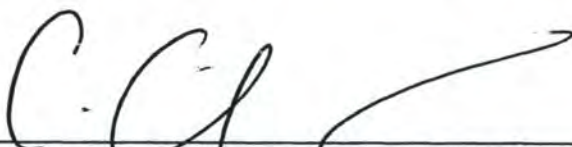
c. Kinly Sturkie, Chair of the Faculty Senate *ad hoc* Committee on Professional Responsibilities, submitted the Committee Report. During his explanation of the work of this Committee, Dr. Sturkie requested the Faculty Senate accept, not endorse, the Report at this time. If accepted, it will then go to the Policy Committee for review and will come back to the Senate. At that time, the Faculty Senate will decide whether or not to endorse the document. Motion was made by Senator to accept the Report and motion was seconded. Vote to accept was taken and passed (Attachment L).

d. Motion was made to accept the PSA Structure Report from the PSA Structure *ad hoc* Committee, which was seconded. Vote was taken and passed unanimously (Attachment I).

e. The issue of plus/minus grading was postponed by Senator Peter Kiessler upon information from the Provost that the faculty will be surveyed about this topic in the fall. Discussion was held during which it was stated that the results of the survey will be widely distributed in advance of final decision.

f. President Linvill asked for guidance on the issue of online evaluations. Guidance was shared with the reminder that in the recent past, the Senate stated its preference that evaluations be done only in class. Much discussion followed. Motion was made by Vice President Smathers that we have one year as a test year, one year of data collection and then have the results analyzed. Motion was seconded. Vote to accept motion was taken and passed unanimously.

8. Outgoing Remarks and Introduction of Senate President: Outgoing remarks were made by President Dale Linvill who then introduced Webb M. Smathers, as the Faculty Senate President for 2004-05. New officers were installed at approximately 3:45 p.m.


Camille Cooper, Faculty Senate Secretary

9. New Business:

a. President Smathers welcomed the new Senators and introductions were made.

b. An orientation luncheon for new Senators and Alternates will be held at 1:00 p.m. on Tuesday, May 11, at the Madren Center immediately prior to the

c. Senate meeting. This orientation is an effort to provide information about the Faculty Senate and get acquainted.

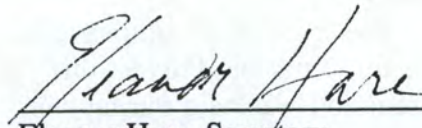
d. President Smathers asked continuing Senators to reply to the email message regarding their committee preferences.

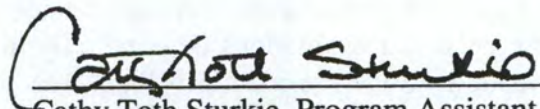
e. President Smathers asked for a vote to continue the *ad hoc* International and PSA Structure Committees. Vote to continue Committees was taken and passed unanimously.

f. President Smathers asked continuing and new senators to determine their lead senator and the second representative on the Advisory Committee.

10. Announcements: President Smathers urged the Senators to designate two representatives from each college to the Advisory Committee; note which one will perform the duties of Lead Senator; and to forward this information to the Faculty Senate Office as soon as possible.

11. Adjournment: President Smathers adjourned the meeting at 4:15 p.m.


Eleanor Hare, Secretary


Cathy Toth Sturkie, Program Assistant

Absent: J. Bertrand, G. Zehnder, R. Dodd, T. Churan, M. Laforge (R. Campbell for), D. Warner, J. Meriwether, R. Figliola, P. Dunston (R. Mayo for)

USA Patriot Act

Clemson students access information in the library for a variety of reasons. Many of them are personal and private. For example, they may want to know about gay sex, venereal disease, witchcraft, teen pregnancy, abortion, or drugs. Access to their reading habits by law enforcement officials has a chilling effect on the free flow of this information. The right to privacy and the provision of information are two of the underpinnings of our democratic society. With the passage of the USA Patriot Act in 2001 the FBI was allowed to access this user information for all of our library patrons, students, staff, and faculty. I am asking faculty to support a national drive to amend the USA Patriot Act requiring the FBI to access information only about specific individuals who are suspected of having committed crimes, or who are suspected of conspiring to commit crimes.

Annual Report of the 2003-2004 Welfare Committee

Pamela J. Dunston, Co-Chair

Tom Straka, Co-Chair

March 17, 2004

Welfare Committee Members: Connie Lee, Tony Cawthon, Sarit Bhaduri, Tom Straka, Pamela Dunston

The Welfare Committee worked on several projects during the 2003-2004 term of office. The committee met on a monthly basis throughout the academic year. The issues and current status of each are outlined below.

1. Gender and Pay Equity:

Senator Connie Lee consulted Catherine Watt's office and members of the Women's Commission to determine what had been accomplished and what needs to be done concerning the investigation of gender and equity of pay. Statistical analysis of salary and merit pay differences was delayed until Thornton Kirby's office developed a philosophy of compensation. The committee was notified in early March that the Office of Budget and Accountability is taking up this matter. Therefore, the Welfare Committee members will discontinue their work on this issue. Status: Project transferred to Office of budget and Accountability.

2. Access to Ombudsman's Office:

Senator Tony Cawthon met with Dr. Gordon Halfacre, the University Ombudsman, to determine which members of the University have access to services provided by the Ombudsman's Office. Currently, administrators, faculty, and students have access to the Ombudsman but staff members do not. Due to the extensive range of responsibilities already assigned to the Ombudsman, services will not be provided to staff members within the near future. Status: Project Completed.

3. Well Communities Project:

Acting in behalf of the Welfare Committee, former Faculty Senate President Alan Grubb chaired a representative group of individuals from across campus and members of the Fike Recreation Center to design a program for promoting healthy lifestyles, exercise, nutrition, and medical care. The program was initiated in conjunction with the reopening of the Fike Recreation Center in the fall. Status: Project Completed.

4. University Club:

The University Club opened fall 2003 in conjunction with the new Chili's Express restaurant. The incorporation of a dedicated space for faculty and staff to socialize, collaborate, and entertain was included in the restaurant's contractual agreement with the University. The Welfare Committee members believe the University Club contributes to faculty members' ability to sustained positive attitudes and collegial relationships in these financially difficult times. Status: Project Completed.

5. Personal Liability Insurance:

Through John Gentry, Senator Cawthon learned the University carries liability insurance through the State's Insurance Reserve Fund. All University employees are covered for negligent acts or omissions within the scope of the employee's official duties. In the event a Clemson employee is accused of misconduct or some other liable act, the Insurance Reserve Fund determines whether the employee is covered for the alleged complaint. If the allegation is covered, the State Reserve Fund will retain an attorney to defend the employee. If the allegations are not covered by the SC Tort Claims Act (15078-10 et. seq), the employee must retain independent counsel at his/her own expense. Sexual harassment can never be within the scope of the state employee's duty and, therefore, no coverage exists for such a complaint. Thus, if a faculty member is sued for sexual harassment, he/she will be on his/her own from the beginning. Several providers of professional liability insurance are available to employees. For example:

Forrest T. Jones & Co., Inc.

Coverage4me.com

Educator's Protection Group: Prod Liability Insurance for Educators

American Professional Agency, Inc.

Rockport Insurance Associates

Professional organizations/societies by discipline

Status: Project Completed.

6. Summer Pay:

Through correspondence with Deans and School Directors, President Dale Linvill and Senator Dunston requested information about how each College and School deals with summer compensation for faculty in low enrollment courses. The request for information resulted from Provost Helm's desire to change the Faculty Manual policy for summer compensation to allow more flexibility in offering and covering summer courses. The Faculty Manual states, "Compensation for summer school teaching is computed on the basis of 3.25% of the faculty member's base salary per credit hour" (p. viii-7). Currently, information from Deans Keinath and Trapnell as well as Acting Director, Roseanne Pruitt from the School of Nursing and Chair, Bill Fisk from Teacher Education in the School of Education have responded to our request. Provost Helms asked that changes to the faculty manual regarding summer pay be in place by the beginning of 2004 summer sessions. The Welfare Committee members unanimously agreed that more time and information is needed on this issue before it can be resolved. The committee will request an extension of the Provost's deadline in an effort to gather more information from Deans and Directors and receive input from the Policy Committee. Status: Carried over to 2004-2005.

7. Extension of Probationary Period for Faculty:

Provost Helms expressed several concerns over procedures to be followed when Colleges grant an extension of the probationary period for faculty who had/adopted a child or experienced serious illness or family tragedy. Provost Helms is concerned

about the consistency in procedures used and how terms will be defined across the five colleges. The Welfare Committee received support from the full Faculty Senate on February 10, to form a committee to work with the Provost in resolving issues related to procedures for requests as well as procedures granting or denying extensions of the probationary period. Provost Helms asked that these matters be resolved by the beginning of the fall 2004 academic term. The committee will request an extension of the Provost's deadline in order to form a sub-committee and receive input from the Policy Committee. Status: Carried over to 2004-2005.

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Annual Report for the Scholastic Policies Committee

1 Plus/Minus Grading

The Plus/Minus grading trial period is in its second and final year. After the end of the semester the Provost will decide whether or not to implement the policy. The Faculty Senate should make a recommendation to the Provost.

Background

In the Spring of 2001 the Faculty Senate voted to formally pursue the plus/minus grading. In January of 2002, a survey of the faculty, overseen by the office of Institutional Effectiveness and Assessment, was conducted to determine what type of system they prefer. In the Spring of 2002, a two year trial period, beginning in the Fall of 2002, was approved. At the end of each semester, an analysis of the grades was performed by An Yang and Herman Senter.

Summary of the Analysis

Herman Senter met with the Scholastic Policy Committee in February of 2004 to discuss the results from the Fall 2002 and Spring 2003 semesters. The real grades received do not reflect the plus/minus. A quick summary of the results are:

- (a) Participation in the study was at 82% for Fall 2002 semester and 76% for Spring 2003.
- (b) Students' *perceive* that they do worse with plus/minus grading than with standard grading.
- (c) In absolute terms students fared better with plus/minus grading (after plus and minuses were stripped) than in previous semesters. Roughly 75% of the grades received over the trial period were A's and B's.
- (d) Between 40% and 50% of the grades given were plus/minus grades. Of the A grades, 30% were A- and 10% A+. For the grades B,C,D the pluses and minuses were evenly split.

Other Issues

Student perception is that plus/minus grading will hurt their grade point average. Will plus/minus grading deter students from enrolling in Clemson? What are the grading policies of other universities in the state?

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2 Distance Learning

In December the Scholastic Policy committee met with Carla Rathbone and Paul Adams to discuss the distance learning programs at Clemson. It was decided that they be an order of the day for the Faculty Senate. This occurred at the February meeting.

3 Future Issues

I have asked Rick Jarvis of the Department of Mathematical Sciences to address the Scholastic Policy Committee. Rick has worked with the Departments of Mathematical Sciences and English to develop a proposal for increasing the number of classes with no more than 20 students.

One additional item has to do with students who are given an incomplete grade. These grades are calculated into the grade point average as an F. Our proposal is to treat the grade as if it were a P. That is, student receives credit but these credits are not calculated into the GPA. The student still receives the grade of I.

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Annual Report Finance Committee

The Finance Committee was charged with conducting an examination of the financial aspects of a representative sampling of the centers and institutes on campus to determine the extent to which funds used to support them were taken from other departmental units and also to examine the promotion and tenure procedures for these units since employees may not have departmental "homes." The centers and institutes studied were the Center for Advanced Engineering Fibers and Films (CAEFF), the Genomics Institute (CUGI), the Strom Thurmond Institute (STI), and the Institute for Family and Neighborhood Life (INFL). The entire report is attached. The committee is grateful for the assistance provided by the Provost's office, particularly Brett Dalton, without whom this work would not have been completed. We also appreciate the cooperation and helpful attitude displayed by CAEFF director and staff in providing insight to their operation.

We asked to be provided with financial support (internal and external) and expenditures for faculty and staff in the units for the time period 2001-present as well as distribution of the indirect costs generated by the units. We also asked to be provided promotion and tenure guidelines from the units. We did not receive the information on promotion and tenure, so this activity will need to be conducted during the next year.

To our surprise, the university accounting system doesn't allow generation of support and expenditures by faculty. For this reason, the report provides data for the entire unit. In addition to the details provided in the report, we are providing a summary of some of the data. Over the 3 ½ years represented by these data, the CAEFF generated the largest amount of external revenue (\$14,129,600) and the largest amount of indirect cost return to the university (\$2,916,905) of the 4 units studied.

Table 1. Total and permanent employees for centers and institutes studied

Employees	2001	2002	2003	2004 YTD
CAEFF				
Total	8	8	9	8
Permanent	5	4	4	4
STI				
Total	22	26	29	25
Permanent	18	18	18	16
IFNL				
Total	38	31	32	26
Permanent	13	12	13	11
CUGI				
Total	86	89	29	12
Permanent	5	5	3	4

There were differences in distribution of indirect funds, with CAEFF receiving 40% of the indirect costs generated, STI and IFNL receiving 50% of the indirect costs generated,

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and an undeterminable return on indirect costs generated by CUGI. The indirect cost revenue generated by the centers is provided below.

Table 2. Indirect cost revenue return to the university generated by the centers/institutes studied.

	2001	2002	2003	2004 YTD
CAEFF	\$821,887	\$41,318	\$1,410,172	\$643,528
STI	45,748	67,462	50,770	36,809
IFNL	237,888	187,724	251,286	188,427
CUGI	700,199	578,198	192,320	167,128

Each of the centers is successful at securing external funding. The committee examined the ratio of external funding (endowments and gifts, grants and contracts, and generated revenues) to internal funding (E & G and PSA) for each of the centers. There are 2 sets of figures for the CAEFF, since they receive a special appropriation from the legislature for part of their funding. One set includes this appropriation in the internal funding calculation and the other includes it in the external funding calculation. It should also be noted that the first Director of CUGI left the university in 2003 for another position and some of the grants the center had were transferred with him.

Table 3. Ratio of external funding to internal funding for each of the centers/institutes studied.

	2001	2002	2003	2004 YTD
CAEFF				
<i>Appropriation internal</i>	2.8	3.0	4.0	6.1
<i>Appropriation external</i>	32.0	24.0	24.0	ND
STI	1.1	1.1	2.1	2.0
IFNL	3.3	2.8	3.3	4.6
CUGI	4.2	3.8	3.9	0.6

The committee recommends that Senate continue work to discern whether internal funds used to support recently created centers and institutes were at the expense of existing and comparably productive programs.


Respectfully submitted,

Faculty Senate Finance Committee

Beth Kunkel, Chair
 Frances Chamberlain
 Mark Smotherman
 Geoff Zehnder
 Tom Churan
 Mary LaForge

Memorandum

To: M.E. Kunkel, Chair
Faculty Senate Finance Committee

From: Brett A. Dalton, Financial Officer 
Academic Affairs

Subject: Information Request for Institutes and Centers

Attached you will find four summary sheets, one for each unit referenced in your request, presenting the financial and employment information requested. I have tried to present the information in a logical and organized manner that allows for accurate and appropriate analyses, and that allows for consistent comparisons across units.

In answering your questions, I had to make some reasonable assumptions that I believe provide the most meaningful and forthright representation of the data. Specifically I have reported actual expenditures for each category for each year in question. To provide "budgeted" figures, or "award" figures would be very misleading and likely would grossly overstate the activities of several units. The most honest and accurate way to look at the activities of centers and institutes is to examine the actual expenditures within these units, irrespective of what may have been recorded as "budgeted" or "awarded". For indirect cost revenue, I report the total revenue collected for each unit by year. It is somewhat of an oversimplification but in short the only funding that matters is that which results in "action" as reflected in expenditures.

Caveats

Operating funds

Some of the information requested does not exist in the financial records of the University, and I am unable to provide these pieces. Specifically, the units in question do not account for operating funds on an individual faculty member basis. The University's accounting system is not set up or intended to account for activity at this level. The units in question indicate that expenditures are not recorded on an individual faculty member basis.

Indirect Cost Revenue

On each unit's sheet, you will note an explanation of how the indirect cost revenue generated by each unit was distributed within the university. This should provide you with the information you are seeking, although there are no specific faculty member names attached. The situations within each center or institute vary greatly where indirect cost revenues are concerned, and it is impossible to capture or accurately report what took place by referencing a University policy. For this reason, we report what happened in terms of indirect cost revenue generation and expenditures within each unit. The University's official financial records do not allow me to break this down beyond what is presented on the attached sheets.



ACADEMIC AFFAIRS

206 Sikes Hall Box 345102 Clemson, SC 29634-5102

864.656.1337 X 864.656.0851

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I thank you for your patience as a number of us worked through your request. You asked some very important questions that I had not previously explored for the units in question. It has been a valuable learning experience for me, and I hope you will find it to be worth your effort as well. Much of the information you requested is not easily obtained, and it has been difficult to coordinate different systems of record keeping. We have had to make several passes at this, but I believe we have finally gleaned accurate, reliable, and usable information for you. Should you have any additional questions, or should you desire any clarification, please contact me directly.

C: Dale Linvill
Webb Smathers
Cathy Sturkie
Dori Helms
John Kelly
Tom Keinath
Calvin Schoulties

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CAEFF

	2001	2002	2003	2004 YTD	Total
Endowment & Gifts					
Grants and Contracts	\$72,436	\$640,797	\$257,732	\$113,450	\$1,084,415
NSF					
Other	\$1,732,078	\$2,118,515	\$3,024,843	\$1,360,191	\$8,235,627
E&G*	\$1,360,081	\$910,268	\$1,510,179	\$1,029,030	\$4,809,558
PSA	\$1,132,520	\$1,218,244	\$1,222,656	\$394,703	\$3,968,123
Generated Revenues	\$0	\$0	\$0	\$0	\$0

Total \$4,297,115 \$4,887,824 \$6,015,410 \$2,897,374 \$18,097,723

**\$1 million allocated by the State of South Carolina earmarked for support of CAEFF only in 01, 02, and 03. For 2004 the allocation is \$814,879.*

Indirect Cost Revenue return to University \$821,887 \$41,318 \$1,410,172 \$643,528 \$2,916,905

60 percent of the indirect cost revenue for this unit is returned to the VP for Research, the remaining 40 percent is allocated to the College of E&S for distribution among the PIs departments and the Dean's priorities.

Employees Total					
T	8	8	9	8	
TGP	2	2	3	2	
P	1	2	2	2	
	5	4	4	4	

Budget Center College of Engineering and Science
Director Dan Edle through 2003, John Kennedy current
VP Unit Doris Helms
Data Contact Gayle Kelly, Business Officer College of Engineering and Science

Strom Thurmond Inst.

	2001	2002	2003	2004 YTD
Endowment & Gifts	\$334,980	\$300,756	\$238,566	\$88,742
Grants and Contracts	\$517,938	\$580,539	\$1,456,917	\$788,646
E&G	\$444,266	\$500,089	\$515,982	\$286,861
PSA	\$329,211	\$314,836	\$281,238	\$142,398
Generated Revenues	\$15,449	\$36,971	\$9,255	\$0
Total	\$1,641,844	\$1,733,191	\$2,501,958	\$1,306,647
				\$7,183,640

Indirect Cost Revenue \$45,748 \$67,462 \$50,770 \$36,809 \$200,789
 50% percent of the Indirect Cost revenues generated by STI are returned to the VP for PSA to be utilized as determined by the VP,
 the other 50% are returned to the Institute.
 Any expenditure of Indirect Cost revenue by this unit is reflected in the PSA number above.

Employees Total	22	26	29	25
	T			
	1	3	5	7
	TGP	5	6	2
	3			
	P	18	18	16
Budget Center	VP for PSA			
Director	Bob Becker			
VP Unit	V.P. for PSA, John Kelly			
Data Contact	Kay Shaw, Agency Budget Director and Business Officer for PSA			

Genomics Institute

	2001	2002	2003	2004 YTD	Total
Endowment & Gifts	\$117,932	\$179,206 n/a	\$1,341,478	\$53,857	\$6,787,203
Grants and Contracts	\$2,762,822	\$2,629,046	\$196,421	\$114,914	\$820,272
E&G	\$214,482	\$294,455	\$171,949	\$18,995	\$1,240,645
PSA	\$497,740	\$551,961	\$83,546	\$31,521	\$722,116
Generated Revenues	\$150,192	\$456,857			
Total	\$3,743,168	\$4,111,525	\$1,793,394	\$219,287	\$9,867,374

Indirect Cost Revenue

\$700,199

\$578,198

\$192,320

\$167,128

\$1,637,845

The indirect cost revenue history of the Genomics Institute was far more difficult to sort out, and could not be done except through an analysis of manual records within the College of AFLS. Attached are additional spreadsheets for each year showing how the funding was allocated among various units.

Employees Total

T	86	89	29	12
TGP	0	0	0	0
P	81	84	26	8
	5	5	3	4

Budget Center

College of Agriculture, Forestry, and Life Science

Director

Rod Wing through FY 2002, Jeff Tompkins since then

VP Unit

Shared responsibility between John Kelly and Doris Helms

Data Contact

Leigh Dodson, CAFLS Business Officer

IFNL

	2001	2002	2003	2004 YTD
Endowment & Gifts	\$111,179	\$209,472	\$147,091	\$8,292
Grants and Contracts	\$2,102,498	\$1,808,586	\$2,389,846	\$1,565,673
E&G	\$0	\$0	\$149,895	\$40,235
PSA	\$670,062	\$709,709	\$590,248	\$318,614
Generated Revenues	\$0	\$3,547	\$5,530	\$79,078
Total	\$2,883,739	\$2,731,314	\$3,282,610	\$2,011,892
				\$10,909,555

Indirect Cost Revenue \$237,888 \$187,724 \$251,286 \$188,427 \$865,325

50% percent of the Indirect Cost revenues generated by IFNL are returned to the VP for PSA to be utilized as determined by the VP, the other 50% are returned to the Institute.

Any expenditure of Indirect Cost revenue by this unit is reflected in the PSA number above.

Employees Total	38	31	32	26
	T	0	1	1
	TGP	19	18	14
	P	12	13	11
Budget Center	VP for PSA			
Director	Gary Melton			
VP Unit	VP for PSA, John Kelly			
Data Contact	Kay Shaw, Agency Budget Director and Business Officer for PSA			

FY2001 Facilities and Administration Charges								
Clemson University Genomics Institute								
Acct	Fund	DeptID	Program	Class	Proj/Grt	Total	E&G	PSA
7601	20	0359	207	215	2000341	217.33		217.33
7602	20	0359	207	215	2000341	-0.69		(0.69)
7602	20	0359	207	207	2000347	-0.01		(0.01)
7601	20	0359	207	206	2000697	23,484.43		23,484.43
7601	20	0359	201	215	2000714	0.00	0.00	
7601	20	0359	207	215	2000714	26,478.38		26,478.38
7602	20	0359	207	215	2000714	239.53		239.53
7601	20	0359	207	224	2000749	43,251.98		43,251.98
7601	20	0359	201	215	2001205	543.79	543.79	
7601	20	0359	207	215	2001205	176,917.74		176,917.74
7602	20	0359	207	215	2001205	210.51		210.51
7601	20	0359	207	215	2001271	9,050.79		9,050.79
7601	20	0359	201	215	2001305	-74.51	-74.51	
7601	20	0359	207	215	2001305	62,278.83		62,278.83
7602	20	0359	207	215	2001305	192.00		192.00
7601	20	0359	201	207	2001347	0.04	0.04	
7601	20	0359	207	207	2001347	25,539.43		25,539.43
7601	20	0359	201	207	2001527	353.23	353.23	
7601	20	0359	207	207	2001527	158,026.77		158,026.77
7601	20	0359	201	206	2001528	-1,195.99	-1,195.99	
7601	20	0359	207	206	2001528	180,633.59		180,633.59
7602	20	0359	201	206	2001528	3,314.69	3,314.69	
7602	20	0359	207	206	2001528	-31,827.66		(31,827.66)
7601	20	0359	207	247	2001724	316.66		316.66
7601	20	0359	207	245	2001891	16,494.57		16,494.57
7602	20	0359	207	245	2001891	-982.50		(982.50)
7601	20	0359	207	245	2001898	6,737.16		6,737.16
7602	20	0359	207	245	2001898	-0.24		(0.24)
						700,199.85	2,941.25	697,258.60
						Returned		697,258.60
						CBO		83,754.13
						VPPSA		335,016.52
						Dean		
						Dept Chair		
						Tomkins		
						Wing		74,279.00
						Pay Back Loan of \$313,846		204,208.95

FY2002 Facilities and Administration Charges								
Clemson University Genomics Institute								
Acct	Fund	DeptID	Program	Class	Proj/Grt	Total	E&G	PSA
7601	20	0359	207	206	2000697	66,276.44		66,276.44
7601	20	0359	207	215	2000714	645.22		645.22
7602	20	0359	207	215	2000714	-81.34		(81.34)
7601	20	0359	207	224	2000749	2,364.99		2,364.99
7602	20	0359	207	224	2000749	-603.35		(603.35)
7601	20	0359	201	215	2001205	-0.01	-0.01	
7601	20	0359	207	215	2001205	151,223.08		151,223.08
7602	20	0359	207	215	2001271	-618.86		(618.86)
7601	20	0359	207	215	2001305	4,204.59		4,204.59
7602	20	0359	207	215	2001305	-1,785.36		(1,785.36)
7602	20	0359	306	223	2001316	52.49		52.49
7601	20	0359	207	207	2001347	11,951.58		11,951.58
7601	20	0359	201	207	2001527	19.91	19.91	
7601	20	0359	207	207	2001527	85,279.39		85,279.39
7602	20	0359	207	206	2001528	137,557.00		137,557.00
7601	20	0359	207	247	2001617	8,979.75		8,979.75
7602	20	0359	207	247	2001617	0.79		0.79
7601	20	0359	207	247	2001724	79.73		79.73
7601	20	0324	207	215	2002958	33,135.72		33,135.72
7602	20	0324	207	215	2002958	2,971.40		2,971.40
7601	20	0324	207	215	2003001	46,916.73		46,916.73
7601	20	0324	201	209	2003097	29,628.24	29,628.24	
						578,198.13	29,628.24	548,549.99
							40%	
						Returned	11,851.30	548,497.50
						CBO		91,327.30
						VPPSA		181,814.91
						Schoulties		(1,106.54)
						Hilderman		
						Tomkins	11,851.30	
						Wing		170,603.18
						Pay Back Deficit of \$152,389		105,858.65

FY2003 Facilities and Administration Charges								
Clemson University Genomics Institute								
Acct	Fund	DeptID	Program	Class	Proj/Grt	Total	E&G	PSA
7601	20	0324	201	206	2000697	547.62	547.62	
7601	20	0324	207	206	2000697	32,841.44		32,841.44
7601	20	0359	207	206	2000697	43.20		43.20
7601	20	0359	207	215	2001205	983.38		983.38
7602	20	0359	207	215	2001205	759.65		759.65
7601	20	0359	207	207	2001347	3,200.87		3,200.87
7602	20	0359	207	207	2001347	-9,286.70		(9,286.70)
7601	20	0359	207	207	2001527	30,039.26		30,039.26
7602	20	0359	207	206	2001528	10,901.99		10,901.99
7602	20	0324	207	215	2003001	-19,470.43		(19,470.43)
7601	20	0324	201	209	2003097	123,255.40	123,255.40	
7602	20	0324	201	209	2003097	-3,864.56	-3,864.56	
7601	20	0324	201	215	2003293	15,452.04	15,452.04	
7601	20	0324	201	215	2003434	12.00	12.00	
7601	20	0324	201	215	2003435	6,905.02	6,905.02	
						192,320.18	142,307.52	50,012.66
							40%	
						Returned	56,923.01	50,012.66
						CBO		6,793.22
						VPPSA		(5,602.93)
						Schoulties		
						Hilderman		
						Tomkins	56,923.01	48,822.37

FY2004 Facilities and Administration Charges								
Clemson University Genomics Institute								
Through January 31, 2004								
Acct	Fund	DeptID	Program	Class	Proj/Grt	Total	E&G	PSA
7601	20	0324	207	206	2000697	5,377.29		5,377.29
7602	20	0324	207	206	2000697	-9.06		-9.06
7601	20	0324	201	209	2003097	3,765.47	3,765.47	
7602	20	0324	201	209	2003097	-10,396.03	-10,396.03	
7601	20	0324	201	215	2003293	45,190.96	45,190.96	
7601	20	0324	201	215	2003434	35,509.70	35,509.70	
7601	20	0324	201	215	2003435	20,690.69	20,690.69	
7601	20	0318	201	215	2003811	19.60	19.60	
7601	20	0318	207	215	2003811	54,966.07		54,966.07
7601	20	0318	201	215	2003831	12,013.82	12,013.82	
						167,128.51	106,794.21	60,334.30
						Returned		
						CBO		
						VPPSA		
						Schoulties		
						Hilderman		
						Tomkins		

FINAL REPORT OF THE 2003-2004 POLICY COMMITTEE

Eleanor Hare, chair

The Policy Committee considered a number of matters during the 2003-2004 term of office. The more important items upon which action was taken were:

- *Faculty Manual* change allow a one-year extension of the probationary period for tenure for faculty who give birth, father, or adopt a child.
- *Faculty Manual* change to add a representative of the classified staff to the committee to evaluate academic administrators.
- A complete rewrite of IV.E Annual Evaluation of the *Faculty Manual*. The new text includes use of the Faculty Activity System (FAS), text from Appendix C, changes to Form 1 in Appendix C, approval of new categories of effort in both Form 1 and FAS, and a timeline for completion of evaluation procedures.

Most of the changes to IV.E have been approved by Provost Helms. Minor corrections, approved by the Senate on 2/10/04, require her signature.

- *Faculty Manual* change to allow a positive recommendation for promotion by either the chair or peer review committee to replace Post Tenure Review.

Minor changes to the *Faculty Manual* included:

- A requirement that faculty inform their department office of anticipated absences from class.
- Allow use of reappointment letter in annual evaluation.
- Modification of Senior Lecturer
- Title of the section defining the ombudsman.
- Inclusion of a reference to Form CUFM-1001 in Appendix D. Form CUFM-1001 tracks the selection process for academic administrators.

Changes to the *Faculty Manual* to be presented to the Senate on April 13, 2004:

- Change to procedures for selection of Alumni Professors.
- Specify that full-time academic contracts for lecturers by one-years terms, as is the case for tenure-track faculty.

Other:

The Policy Committee worked with other committees on procedures to be used with on-line evaluation of teaching. The Committee report was forwarded to Dr. Debra Jackson on June 4, 2004.

The Policy Committee worked extensively to rewrite the Post Tenure Review (PTR) procedures to include additional specification of forwarding of documents. Currently, the *Faculty Manual* specifies that only the reports and responses be sent forward. These changes were passed by the Senate, but not approved by the administration.

The Policy Committee, together with Senate officers, called Provost Helms' attention to problems with letters sent to lecturers in May, 2003. Provost Helms is in the process of addressing these problems.

The Policy Committee, through the Senate President, replied to two faculty members asserting that the *Faculty Manual* had been violated.

Budget Accountability Committee
Faculty Senate
Clemson University
Clemson, SC, USA

AY 2003-2004 Report
April 2004

Members and Resource Members:

Cathy Bell, Rosa Grayden, Darryl Guffey, Doris Helms, Barbara Kennedy Dixon, Thornton Kirby, Beth Kunkel, Phil Landreth, Dale Linvill, Lawrence Nichols, Mary Ann Prater, Brenda Vander Mey (Chair), and Catherine Watt

Activities and Products:

- I. Completed, presented, and distributed the Faculty Compensation 2003 Report. Available: <http://www.lib.clemson.edu/fs/index.htm>
- II. Prompted a report on the hiring of retired persons at Clemson University. The inaugural report covers roughly 2 ½ years. It is available at the Reserve Room in the Cooper Library. Henceforth, a biannual report on hired retirees will be completed and distributed by Institutional Research at its web pages.
- III. Responded to queries about factors contributing to the current financial situation in the College of Business and Behavioral Sciences.
- IV. Worked on a Philosophy of Compensation for Clemson University. This work is still in process. A preliminary draft has been shown to selected entities.
- V. Responded to queries regarding the recent salary reports.
 - a. It was found that some faculty and staff members had received pay increases in excess of 10% or approximating \$20,000. In these cases, the individuals had experienced a major expansion of duties, a reclassification, a promotion (and/or tenure), and/or had been sought after by other agencies in the competitive market.
 - b. Some changes of title were a function of reclassification, some a function of change in position (e.g., move to Department Chair), and one apparent change in title was actually a typographical error.
 - c. One Administrative Assistant in the Office of the President received a salary increase that approached 10%. This individual had been reclassified due to a major expansion of duties.

- VI. The lead member for Classified Senate is working on a comparative salary study.

This work should be completed late summer/early fall.

- VII. Other

- a. Lawrence Nichols, Dale Linville and Phil Landreth solicited staff input regarding non-monetary forms of compensation.

Suggestions for AY 2003-2004:

1. That to the extent possible, the same members and resource members serve on this committee again in AY 2003-2004.
This request is in part a function of some work yet to be concluded by this group, and also a function of the need to have a committee comprised of faculty and staff members who have a track record in handling matters related to this Committee.
2. That the Committee parallels the staff comparative salary study with a faculty comparative study.
3. That the Philosophy of Compensation document be placed into draft readership circulation.
4. That the Committee continues to be a source for reliable information and confidential investigation of budgetary matters on behalf of staff and faculty.

Submitted,

Brenda J. Vander Mey, Chair

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Meeting of Ad Hoc International Advisory Committee

March 12, 2004

E-305 Martin Hall

Proposal for a new permanent university committee

Title - Clemson University International Advisory Committee

Membership and composition

Chair: Vice-Provost for International Programs

Voting members (6 total): One faculty member elected by the faculty of each college, and one student.

Ex-officio members (10): one representative from each of the following offices:

College international coordinators, Gantt Intercultural Center, University Housing, Dean of Undergraduate Studies, Dean of Graduate Studies, President of ISA

Designated liaisons (2): University counsel Risk Management, and Redfern Health Center

Responsibilities

Serve as an advisory body to the Vice-Provost for International Programs and the International Office staff

Conduct strategic review of the Office of International Studies, Programs & Services, including programs and services for both incoming and outgoing students, and resources related to the international land-grant responsibilities of Clemson University

Serve as a clearinghouse for the dissemination of information related to all international initiatives for Clemson students, faculty and staff, and all international activities at Clemson University. This information is to be disseminated at the university, college and faculty levels.

Review both proposed and active international agreements for academic quality and program viability

Advocate and recommend the incorporation of international activities as a component of the faculty performance review system

Review proposals for the creation and operation of International Study Centers and Institutes

Where appropriate and possible, help identify potential support for university-wide international programs.

+ the library

CLEMSON

UNIVERSITY

MEMORANDUM

April 13, 2004

To: Dale E. Linyill

From: Roy B. Dodd

Subject: PSA Organization Task Force

The task force you appointed has met several times and discussed at length the administrative structure for the Public Service Activities at Clemson University. Attached is a proposed organizational structure for PSA along with a rational statement about the structure.

We discussed the "gateway" between PSA and E&G, but we did not achieve a smooth process. Before spending more time on interaction between PSA and E&G, we would like to have some input about the current work.

If you have any question, please do hesitate to contact me.



Senate PSA Organization and Structure Study Committee April 5, 2004 Update

The following is a statement of principles and conclusions regarding the current organization and structure of Clemson University Public Service Activity organizations and units.

ORGANIZATIONAL PRINCIPLE

An administrator can only effectively supervise and advise a limited number of people who report directly to him or her. The rule of thumb based on research in the sociology of organizations and in management is that an administrator can only effectively supervise approximately 8 to 10 administrators as well as departments simultaneously.

Key administrators affected by the organization should have ready access to the administrator and not have to make an appointment more than a week ahead of the projected meeting time. Getting on an administrator's calendar should be made possible within a week under normal circumstances.


At present PSA has five goal directors who, to varying degrees communicate about programs that fit with the five PSA goals. PSA should redesign these positions to fit with the department structure where research and extension program decisions are made. During the recent budget crisis precipitated by the Governor's intention to cut PSA funding by 40%, all five goal directors did not appear to serve as close, key advisors, contacts, or functionaries to address the issue with the governor, legislature, or constituents. They were not part of the "kitchen cabinet." The role of the five directors is quite unclear and highly variable from goal to goal area. One director serves a constituency and related faculty, associates, agents, and staff that comprise approximately 80% of the budget. The other four divide 20%.

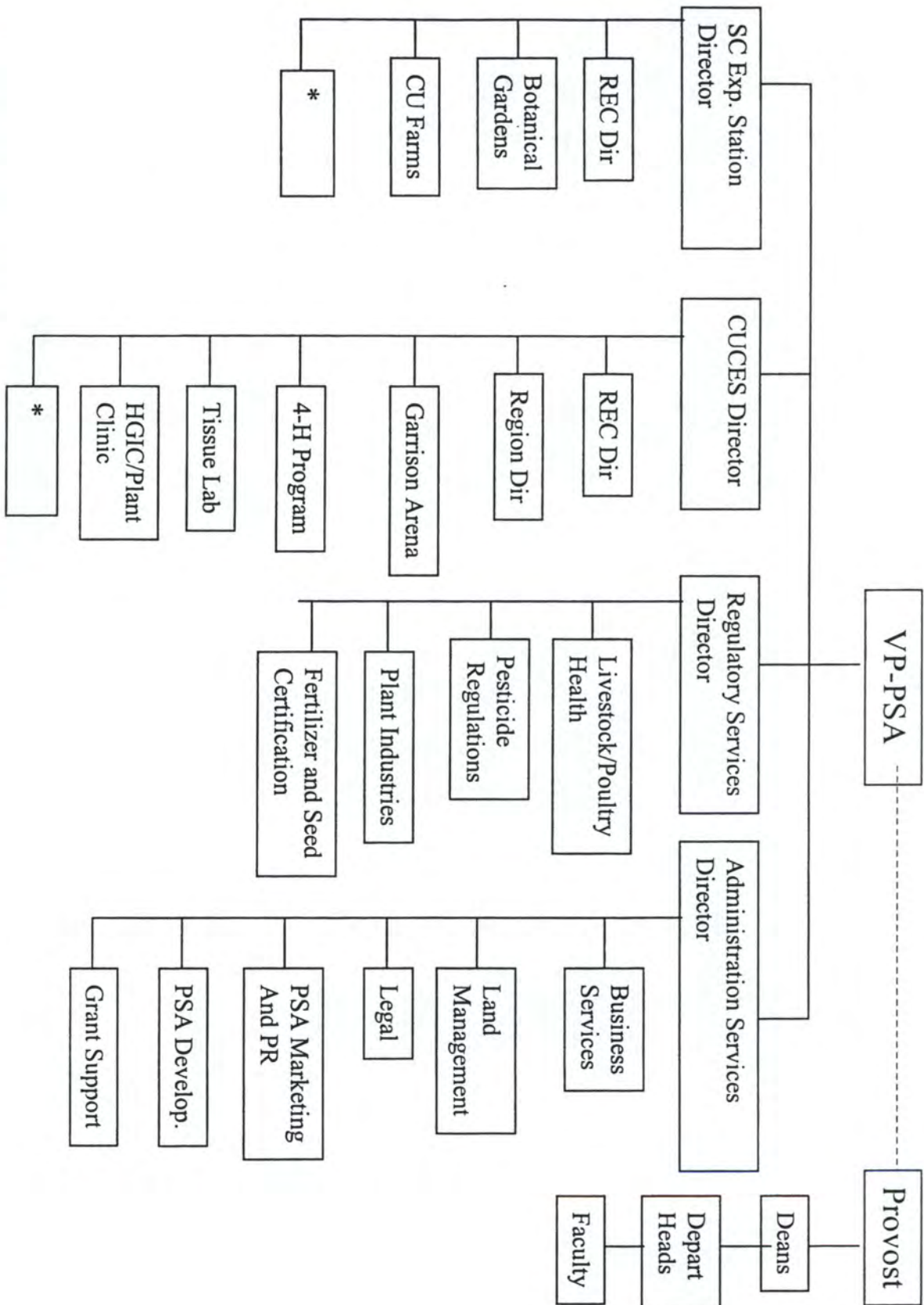
It is the will of the committee that we examine the PSA structure with a purpose to strengthen the role of the various college dean's offices regarding budgeting, evaluation, and administration of PSA and teaching programs. The dean's office is considered to be the ideal location for the merger of the teaching, research, and outreach functions of the University.

RECOMMENDATIONS

- Strengthen the scale of responsibilities of the five college deans on campus.
- Abolish the title of program directors and move responsibilities to the college dean office or the office of the Director of PSA.
- Create four Directors
 - Research (Experiment Station/Research)
 - Outreach (Extension and Outreach)
 - Regulatory Services (Regulatory Services)
 - Administration
- Place all programs under these four Directors
- Note that REC's and Departments would all be considered equal.
- All institutes, centers, programs shall be placed under the four Associate Directors
- Model calls for greater budget formulation and allocation and accountability close to where the work is done (departmental and program level)
- Model clarifies the dual function of RECs for research and extension activity.
- Model simplifies the negotiation of priority setting when a unit has dual responsibility for research and outreach, PSA and Extension..
- Model enables the VP for PSA to use the Associate Directors as the point people for contact with stakeholders, constituents, and the legislative bodies.
- Model forms a true linkage between research and outreach and regulatory services.

THE RADICAL RECOMMENDATIONS

- Each faculty member should have a meaningful outreach/extension appointment. This should enhance appreciation of the land grant mission of Clemson University. Students should be instructed on and learn to appreciate the land grant legacy and mission of the University. The concept is tied to demonstration and problem solving scholarly and investigative activity by faculty and students in One Clemson.
 - Clarify the role of the department chair in the current PSA structure. The role of the department chair is not clear in the current structure tied to PSA regarding evaluation of personnel, accountability for programs and other administrative responsibilities that involve resource management.
 - Clarify the communication pattern between extension and departments regarding faculty evaluation and annual plan of work. Extension specialists have no clear evaluation that is directed to the department chair. This recommendation would make it possible to consolidate and unify the various accountability streams for teaching, research, and outreach/extension in one place – the department level.
 - The position of Department Chair should be converted to Department Head with full responsibilities for administration and financial matters located in the position. Decisions affecting employees should be made at the point closest to the employee.
 - Department Head shall evaluate department faculty in terms of teaching, research, and public service activity. The formulation of the faculty member's annual goals occurs through discussion with the Department Head when considering the teaching, research, and public service activity responsibility of the department and the faculty member.
 - The University's FAS (Faculty Activity System) shall be modified to reflect faculty performance in public service activities. This enhances the significance of PSA activity at the land-grant institution.
 - Institutes and centers should answer to a director designated by the VP for PSA. The university should seek consistency regarding the naming of institutes and centers.
- 



* Institutes, Centers and Units as designated by VP-PSA

Proposed Faculty Manual Change to selection process for Alumni Professors

April 13, 2004

The Policy Committee was asked to reconsider a change to the method of selection of Alumni Professors previously approved by the Senate. (Faculty Manual, Part III. Faculty, F. Endowed Chairs and Titled Professorships, page iii-5). Provost Helms and President Barker have requested that the final selection committee forward a single name for each vacancy instead of two. The following modifications to the text are intended to implement this request.

1. Rename the "advisory committee" at the college level the "college selection committee."
2. Each college selection committee forwards not more than three names (instead of three names per vacancy and the dean strike one per vacancy).
3. Instead of nominees for each vacancy, the number of nominees forwarded from the college selection committee is a constant.
3. The final selection committee forwards a single name for each vacancy.
4. If additional nominations are requested, the process is repeated. beginning with new college nominees.

For selection of alumni distinguished professors, the faculty of each college elects a ~~n-advisory college selection~~ committee with representatives from each department offering undergraduate courses. Each ~~advisory college selection~~ committee forwards not more than three nominees for each vacancy to the dean, who forwards not more than two names for each vacancy to the final selection committee. This committee The final selection committee, composed of the collegiate deans, and chaired by the senior collegiate dean in terms of service as dean, recommends ~~at least two candidates~~ a single nominee for each vacancy to the Provost. The Provost forwards all documentation, along with any comments of his/her own, to the President for final approval selection. If the President so directs, the Provost asks the committee for additional nominations. If additional nominations are requested, the college selection committee will again submit nominees to the final selection committee and the entire selection process is repeated.

Proposed Faculty Manual Change to Special Faculty Ranks

April 13, 2004

The Policy Committee was asked to consider modification of the description of the rank of Lecturer (*Faculty Manual*, Part III. Faculty, E. Special Faculty Ranks, page iii-5).

The proposed modification:

1. Uses the same time frame for appointments as for tenure-track faculty (i.e., one-year terms). By state law, nine-month academic appointments receive one year of retirement credit. This change insures that lecturers also receive one year's health insurance benefit.
2. Move the notice of renewal or non-renewal from July to July 15 to more closely coordinate with the end of summer orientation for new and transfer students. Since the one-year contracts will normally terminate about August 15, the July 15 date still gives one month's notice.
3. Creates and describes a "temporary lecturer" rank.

Lecturer. This rank is assigned to individuals with special qualifications or for special functions in cases in which the assignment of other faculty ranks is not appropriate. ~~The term of Full-time academic appointments shall be for one-year terms and not exceed one year, but~~ may be renewed. Notice of renewal or non-renewal must be provided before July 15 † for the following academic year. After four or more years of continuous appointment as a lecturer, one year's notice of non-renewal must be provided.

Temporary Lecturer. This rank is assigned to individuals who receive part-time appointments or are appointed for one semester or less.

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CLEMSON

UNIVERSITY

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April 5, 2004

To: Dale Linvill, President
Faculty Senate

From: Kinly Sturkie, Chair *ALSC*
Faculty Senate Ad Hoc Committee on Professional Responsibility

Re: Proposed Professional Responsibility Philosophy Statement and Procedures

During my term as President of the Senate I established an Ad Hoc Committee on Professional Responsibility. In brief, a number of faculty had expressed concern that there seemed to be little recourse for departments which found their daily activities and long term missions compromised by serious, internecine conflict involving factionated department members. A number of formal channels were in place for dealing with other kinds of problems (allegations of research misconduct; problems involving administrators and their subordinates; and conflicts involving students and faculty), but there were no mechanisms available for helping faculty to resolve peer conflicts that were so problematic that they were damaging to the respective academic unit. The goal of the Professional Responsibility Committee, then, was to attempt to develop such a mechanism.

This was a controversial undertaking from the outset. The goal of the committee was expressly NOT to quell debate or to narrow the bounds of academic freedom. To be sure, the first meetings of the Committee* were given over to deciding if this enterprise was worthy of pursuing, and whether or not the practical problems could reasonably be resolved. The Committee, after much discussion, decided to press on.

The Committee thought it would be useful to have subcommittees develop both a philosophical statement and a set of procedures for handling allegations of problematic behavior. Jerry Trapnell chaired the philosophy statement sub-committee and Alan Grubb chaired the procedures sub-committee (see attached). Alan and his group looked at several models for handling these allegations and ultimately concluded that a modification of the existing Grievance I procedure was the most efficacious and efficient way to proceed. The final products of these sub-committees are attached for your review and to solicit your comments. These documents have also been reviewed and commented upon by the Provost's Advisory Committee.

We plan to bring our report to the full Senate on April 13. The report, if accepted, will then go to the Policy Committee for revisions prior to being returned to the Senate for a final vote on whether or not to modify the *Faculty Manual* to accommodate the proposed changes.

Thank you for reviewing these documents. I look forward to discussing them with you.

*Committee Membership (see attached)



FACULTY SENATE

R.M. Cooper Library B

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Clemson, SC 29634-5104

864.656.3025

ad hoc Committee on Faculty Responsibilities**Membership**

Alan Grubb - AAH

Hap Wheeler - AFLS

Bryan Simmons - BBS

Melanie Cooper - E&S

Connie Lee - HEHD

Suzanne Rook-Schilf - Library

Fran McGuire - Ombudsman Subcommittee

Kinly Sturkie - Immediate Past Faculty Senate President

Cathy Sturkie for Faculty Manual Editorial Consultant

John Sweeney - Department Chair

Jerry Trapnell - Dean

John Gentry (ex-officio) Legal Counsel Office

Subcommittees:

Philosophical/Preamble - Bryan, Jerry, John S. and Suzanne

Procedural - Hap, Alan, Melanie, Connie

As needed - Kinly, Fran, Cathy and John G.



DRAFT (3-12-04)**Clemson University
Statement of Professional Responsibilities
For Faculty**The Preamble:

In the spirit of Clemson University's founder, Thomas Green Clemson, who in his bequest stated that he sought to establish a "high seminary of learning," this document affirms the commitment of the university's faculty to the highest ideals of the pursuit of knowledge. In this pursuit, faculty members commit themselves to conduct their professional responsibilities in a manner founded on the highest ethical standards and demonstrate mutual respect for one another. This statement complements other university documents, policies, and procedures, including *The Faculty Manual*.


Statement of Professional Responsibilities:

As members of the university community of scholars, faculty members have major responsibilities to their colleagues that must always guide their actions when interacting with each other. Faculty should respect and defend the full inquiry of their colleagues. Debate and discourse strengthen the search for new knowledge and the proper intellectual climate expected of a university. But in these exchanges, faculty must show appropriate regard for the opinions of others and the legitimacy of their intellectual pursuits. Faculty must strive to be objective and fair in any professional judgments they make of their colleagues. Responsibilities in this regard also require acting in a professional manner so as to encourage and support the professional development of colleagues in a department, college, and university. Faculty must continuously strive to avoid actions that are demonstrably divisive and create an atmosphere which is not conducive to the University's work.

The above statement is further supported by key principles that comprise the ideals we endorse:

The highest ethical standards of personal behavior
Academic freedom
Mutual respect for one another in an atmosphere of civility
Acceptance of diversity in perspectives, ideas, and opinions
Teaching, research, and service as integrative activities

Procedures and policies to be followed whenever the above statement is alleged to have been violated may be found in Part V of the *Faculty Manual*.



DRAFT 1-23-04

PROCEDURES

PART V.

GRIEVANCE PROCEDURES

A. General Information

Two grievance procedures are available to faculty members to facilitate the redress of alleged injustices. Faculty Grievance Procedure I (GP-I) is concerned primarily with the dismissal or termination of tenured faculty or of non-tenured faculty prior to the expiration of a contract period. It also deals with any complaints based on unlawful discrimination due to race, sex, or any other legally protected status. **Further, the GP-I Procedure deals with allegations of lack of civility and/or lack of professional responsibility as defined in Section C.2.d.** As a result of legislative action, the general State Employee Grievance Procedures do not apply to faculty members. GP-I has been officially approved by the State Personnel Division as the grievance procedure for Clemson University faculty members for such cases.

Faculty Grievance Procedure II (GP-II) was adopted by the University Board of Trustees on July 17, 1981. It applies to matters not covered by GP-I. Such matters as inequitable work assignments, unfair performance reviews, or improper implementation of policies and procedures are encompassed by GP-II.

The non-renewal of untenured faculty appointments may be grievable under either GP-I or GP-II, depending upon the grounds for the complaint. If the complainant alleges that unlawful discrimination or violations of academic freedom were involved in the decision not to reappoint, GP-I is the appropriate avenue for seeking redress. GP II is applicable if the complainant alleges that departmental, school, college, or university policies and procedures were not properly followed.

If at any time the Provost determines that a faculty member has filed grievances concurrently under both GP-I and GP-II, and that these grievances are based on the same or a related factual situation, the Provost may suspend processing of one petition until a final decision has been reached on the other petition. GP-II petitions will usually be addressed first. The Provost may decide to hear the GP-I petition prior to the GP-II petition. In all cases, the Provost will notify the advisory committee of the faculty senate, the Grievance Board, and all parties to the grievance when either procedure is suspended pending outcome of the other petition.

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If a grievance filed under GP-II is suspended as stated above, the time limitations stated in the procedure shall be suspended until such time as the Provost resumes the processing of the grievance. For all grievances, the time periods given within this section shall refer to calendar days.

For persons seeking assistance in understanding grievance procedures, the faculty senate provides the services of grievance counselors. A counselor offers advice on which of the grievance procedures to follow prior to filing a grievance petition. At the request of the petitioner, the grievance counselor will review the petition before it is submitted to assist in clarifying the grievable allegations. The counselor, however, does not render any decision on the merits or substance of the petition. Administrators may also seek advice of counselors on grievance matters. Information about general procedures followed in grievance hearings helpful to the respondent can be obtained from grievance counselors. Grievance counselors will not advise faculty members or administrators from their own colleges and will not act for both parties to the same case. Individual counselors may seek advice from fellow counselors and may refer their clients to other counselors to expedite the grievance process.

Five counselors selected from different colleges will usually be in office at the same time. These counselors are appointed annually by the faculty senate advisory committee from the ranks of tenured Associate Professors and above who have a thorough knowledge of the *Faculty Manual* and the grievance processes. At least one of the five counselors appointed will be an academic administrator. The advisory committee will attempt to stagger the counselors' terms on a three-year rotation and to provide minority representation whenever possible. The counselors are authorized to talk with any persons involved in the potential grievance and are accorded the protection afforded faculty members involved in grievance procedures. The names of the counselors are available from the President of the faculty senate or the Provost.

All parties to a grievance, including witnesses, are expected to adhere to the highest standard of honesty expected of all faculty members at all times.

Guidelines related to all aspects of the grievance procedures should be obtained from the faculty senate Office or the faculty senate web site (<http://www.lib.Clemson.edu/fs/>) prior to filing any grievance. Once each academic year the Chair of the faculty senate advisory committee and the Chair of the Grievance Board will give to the faculty senate a summary report concerning grievance activities with respect to Faculty Grievance Procedures I and II, respectively. The full texts of both grievance procedures follow.

B. Faculty Ombudsman

The faculty senate through the Provost provides an Ombudsman who serves the interests of faculty, post-doctoral fellows, and graduate students by acting as mediator in any dispute in which they may be involved. The confidential services of this professor, knowledgeable about the grievance process, are available free of charge with the

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expectation of resolving disagreements before they reach the formal stages outlined in the following sections on grievance procedures.

The Ombudsman will report to a sub-committee of the faculty senate Executive/Advisory Committee composed of: the immediate past president, the president, and the vice president/president elect of the faculty senate; the faculty representative to the Board of Trustees; a faculty member appointed by the advisory committee annually; and a faculty member appointed by the Ombudsman annually. In conducting the affairs of this office the ombudsman shall be independent and free from any and all restraint, interference, coercion or reprisal. The ombudsman shall be protected from retaliation. Should these principles be violated, the violations should be brought to the attention of the Provost and, if necessary, to the President of the university.

C. Faculty Grievance Procedure I (GP-I)

1. Coverage. Any person holding a faculty appointment (see Part III, Sections D and E) at Clemson University, including academic administrators, may file grievances under this grievance procedure.

2. Grievances.

a. Dismissal from employment with the university is grievable under this procedure. A dismissal is the "removal or discharge of a faculty member from a tenured position, or from an untenured position before the end of the specified appointment, for cause." Adequate cause for dismissal must be related directly and substantively to the fitness of the faculty member in his/her professional capacity as a teacher or researcher. Dismissal may be initiated by any administrator in the chain of supervisory responsibility. The burden of proof that adequate cause exists rests with the university. Causes for dismissal are: 1) conduct seriously prejudicial to the university through infraction of law or through moral turpitude; 2) repeated or significant failure to perform the duties of the position to which the faculty member is assigned, or performance of duty demonstrably below accepted standards; and 3) breach of university regulations that include, but are not limited to, violation of confidentiality, falsification of credentials, plagiarism, and that have serious adverse effects on the university.

Action for dismissal of a faculty member must be in writing, must contain a statement of reasons or charges, and must be presented to the individual concerned subsequent to discussions between the faculty member and appropriate administrative officers looking toward a mutual solution.

b. Termination from appointment by the university of a faculty member with tenure, or of a non-tenured faculty member before the end of a specified term of appointment, is grievable under this procedure. Causes for termination are: 1) institutional contingencies such as the curtailment or discontinuance of programs, departments, schools, or colleges, or other conditions requiring reductions in staff; 2) financial

exigencies which are demonstrably bona fide; and 3) a faculty member's physical or mental inability to perform normal duties.

Termination of appointment may be initiated by any administrator in the chain of supervisory responsibility. The faculty member concerned shall be given written notice of termination with reasons therefore as soon as possible, but not less than twelve months in advance of termination. Before a termination of appointment based on the abandonment of a program or department of instruction is initiated, every effort shall be made by the Administration to place the affected faculty member in another suitable position. If an appointment is terminated before the end of the period of appointment because of financial exigencies or because of the discontinuance of a program of instruction, the released faculty member's position shall not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time has elapsed within which he/she may accept or decline the position. Termination for medical reasons shall be based upon clear and convincing medical evidence.

c. Grievances alleging unlawful discrimination in compensation, promotion, and/or work assignments are also grievable under GP-I. Any grievance based on race, color, religion, sex, national origin, age, handicap, or status as a disabled veteran or a veteran of the Vietnam era, alleging discrimination prohibited by federal law or regulation, also may be filed under this procedure.

d. Allegations of a serious, aggravated lack of civility and/or lack of professional responsibility, that is, actions, activities or behaviors which seriously disrupt the normal workday or educational mission are covered under GP-I.

Such allegations must be related directly and substantively to the professional responsibilities of the faculty member in his/her professional capacity as a teacher or researcher and member of the University community. Before such an allegation is filed, every effort shall be made and documented that the involved parties have exhausted all other administrative avenues and processes to mediate and resolve the dispute. In addition, the services of the Faculty Ombudsman are encouraged. The burden of proof rests upon the Administrator or the faculty member bringing the allegation.

Allegations that may be considered under GP-I include, but are not limited to: disrespect for the free inquiry of colleagues; disrespect for the opinion of others; lack of equitable treatment of all personnel; creation of the impression that a faculty member speaks or acts for the University; lack of cooperation and civil interaction with colleagues; personal attacks against colleagues; intolerance or intimidation of colleagues; failure to follow University policies established to eliminate violence, discrimination and harassment. Allegations must be of a serious and disruptive nature. Imposed sanctions by the Provost may include, but are not limited to: oral or written warnings; oral or written reprimands; suspension without pay; or dismissal.

e. In addition to the above, any non-tenured faculty member who alleges that violations of academic freedom significantly contributed to a decision to cease, in any manner, his/her appointment with the university, may file a grievance under this grievance procedure. In such a case, the burden of proof rests upon the faculty member.

3. Procedure.

a. A faculty member who desires to file under GP-I must submit a written petition within thirty days after the date of the alleged grievance. (As an example of the time limits, if notification is given that a faculty member will be dismissed for cause, the thirty-day time period begins with the date that the faculty member was notified. The time period does not begin with the effective date of dismissal.) The petition is to be submitted to the Chair of the faculty senate advisory committee. The grievance petition must state specifically the parties involved, places and dates, and the relief sought. After thirty days have passed, the faculty member forfeits the right to petition under this grievance procedure and any actions taken with respect to the faculty member shall become final.

b. If the petition is filed during one of the long semesters of the regular academic year, the Chair of the faculty senate advisory committee shall call a special meeting of the committee within fifteen days of receipt of a properly submitted petition. If the petition is filed at any other time, the special meeting of the faculty senate advisory committee will be held within fifteen days after the beginning of the next long semester. If the Provost deems the matter of sufficient urgency, he/she may request that the faculty senate advisory committee meeting take place at a time outside the normal academic year. In this case those members of the faculty senate advisory committee who have nine-month appointments will be compensated at a rate equal to that of their normal salary for any day or fraction thereof. A quorum for this meeting shall consist of five members of the advisory committee. If the advisory committee determines the petition is not grievable under this procedure, the Chair shall notify the faculty member within seven days of that decision and the matter is closed.

If the advisory committee determines that the matter is grievable under this procedure, the chair shall notify all parties to the grievance within seven days of that decision. At the same time, the chair shall send copies of the petition to those against whom the grievance is brought.

c. The advisory committee of the faculty senate will be the Hearing Panel. The committee will, within thirty days after reaching the decision to hear the petition, set a date for the hearing. The chair shall give each party to the grievance thirty days written notice of the hearing. Notification of the hearing date will include: a) the time, place and nature of the hearing; b) the procedure to be followed during the hearing; c) a statement of the legal authority under which the hearing is to be held; d) references to pertinent university statutes and portions of the *Faculty Manual*; and e) a short and plain statement of the matters asserted. The hearing shall be held during one of the long semesters of the regular academic year, unless the Provost deems the matter of sufficient urgency, and

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requests that the hearing take place at a time outside the normal academic year. In this case those members of the faculty senate advisory committee who have nine-month appointments will be compensated at a rate equal to that of their normal salary for any day or fraction thereof.

The faculty member may waive the hearing by so notifying the chair of the advisory committee in the grievance petition, in which case the advisory committee shall take whatever action is necessary to ensure a fair and expeditious review of the grievance and base its recommendation to the Provost thereon.

Members of the advisory committee shall remove themselves from the case if they deem themselves disqualified for reasons of bias or conflict of interest. The faculty member(s) concerned shall have a maximum of two challenges each without stated cause. If such removals and challenges reduce the membership of the hearing panel below five, the President of the faculty senate shall make appointments from the Senate to ensure a committee composition of at least five members.

The faculty member shall be permitted in all proceedings to have and be represented by an advisor of his/her choice. All matters pertaining to the grievance shall be kept confidential and the hearing shall be closed to the public. A verbatim record of the hearing shall be taken and a typewritten copy thereof transcribed and made a part of the record.

Both parties shall be permitted to offer evidence and witnesses pertinent to the issues; the administration, so far as possible, shall assist in securing the cooperation and attendance of witnesses and shall make available documents and other evidence under its control. Irrelevant, immaterial, or unduly repetitious evidence shall be excluded. If an objection is made to any evidence being offered, the decision of the majority of the panel shall govern. When the hearing may be expedited and the interest of the parties shall not be substantially prejudiced, any part of the evidence may be received in written form. Documentary evidence may be received in the form of copies or excerpts if the original is not readily available. All written evidence submitted by all parties to the grievance hearing **must** be received by the chair of the hearing panel not less than 7 days prior to the date set for the hearing; any material received after that date may be allowed or excluded by the hearing panel at its discretion. At its discretion, the hearing panel may grant adjournment to either party to investigate evidence concerning which a valid claim of surprise is made. Both parties may ask questions of witnesses. Members of the panel may ask questions of any party or witness at any time during the hearing.

d. Findings of fact and recommendations of the hearing panel must be based solely on the hearing record and shall be submitted to the Provost. **In cases alleging lack of civility and/or lack of professional responsibility, the findings of fact and recommendations of the hearing panel must specify the impact of the actions, activities, or behaviors on the educational mission of the department, school, other relevant unit and explicitly address the issue of culpability so that appropriate sanction(s) may be imposed, if deemed appropriate.** The majority vote of the panel

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shall be the recommendation forwarded to the Provost. The recommendation must be submitted to the Provost within fifteen days after conclusion of the hearing. If the hearing procedure has been waived, recommendations of the Panel shall be submitted to the Provost no later than fifteen days after completion of its investigation of the grievance. Both parties to the grievance shall be given copies of the recommendation at the time they are forwarded to the Provost. The chair shall provide a copy of the transcribed record to both parties as soon as it becomes available.

e. The Provost shall review the record of the hearing and shall render a written decision within thirty days of receipt of the transcribed record. The decision shall include findings of fact and conclusions of law, separately stated. Copies of the decision shall be sent to all parties to the petition and to the Hearing Panel.

4. Appeals. The faculty member may appeal the Provost's decision to the President. A written appeal must be submitted to the Office of the President within ten days after receipt of the Provost's decision. If an appeal is made, the President shall review the hearing record and the decision of the Provost and shall render a written decision within thirty days of receipt of the request for the review. The decision shall include findings of fact and conclusions of law, separately stated. Copies of the decision of the President shall be sent to all parties, the Provost, and the hearing panel.

The faculty member may appeal the decision of the President to the Board of Trustees. A written appeal must be submitted to the Executive Secretary of the Board of Trustees within ten days after the receipt of the President's decision. Receipt by the Executive Secretary shall be deemed receipt by the Board. If an appeal is made, the Board of Trustees, or a committee of Board members appointed by the Chair, shall review the record of the hearing and the decisions of the President and the Provost, and shall render a final decision on behalf of the university. The decision shall be in writing and shall include findings of fact and conclusions of law, separately stated. Copies of the decision shall be sent to all parties, the President, the Provost, and the hearing panel.

5. Final Decision. If a grievance is filed in a timely manner under this procedure, the action taken against the faculty member which forms the basis for the grievance shall not become final until the appeals process is exhausted and a final decision is rendered on behalf of the university. If the faculty member does not appeal any step of the procedure within the time limits prescribed herein, the last decision rendered shall become the final decision of the university.

6. Continuation of Duties and Salary While Grievance Pending. If the action which forms the basis for the grievance filed by the faculty member could eventually involve any type of discontinuance of appointment with the university as stated above, the faculty member shall not be removed from his/her university duties until a final decision is rendered under this grievance procedure. The exception to this principle would be that, prior to the final decision being rendered, the faculty member may be relieved of all duties or assigned to other duties if immediate harm to himself/herself or to others is threatened by continuance in the affected individual's normal assignment.

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Before taking such action the Administration shall consult with the advisory committee of the faculty senate. The salary of the faculty member shall always continue until a final decision is rendered by the university.

7. Protection of Faculty Members and Others Involved in Grievance Procedures. Each faculty member and any other person involved in grievance procedures shall be free from any or all restraint, interference, coercion, or reprisal on the part of associates or administrators in filing a grievance, in accompanying a faculty member filing a grievance, in appearing as a witness, or in seeking information in accordance with the procedures described herein. These principles apply with equal force after a grievance has been adjudicated. Should these principles be violated, the violations should be brought to the attention of the Provost for appropriate remedial action. Should the faculty member not receive satisfaction from the remedial action taken by the Provost, an appeal may be made to the President, and subsequently (if necessary) to the Board of Trustees.

MINUTES
FACULTY SENATE MEETING
MAY 11, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:35 p.m. by President Webb Smathers.

2. Approval of Minutes: The Faculty Senate Minutes dated April 13, 2004 were approved as distributed.

3. Election of Senate/Faculty Representatives to University Committees – Normal voting rules were suspended in order to allow elections by plurality. Elections of Faculty Senators/Faculty representatives to University Committees were held by secret ballot.

4. "Free Speech":

a. Kinly Sturkie, Department Chair and Professor of Sociology, spoke to the Senate about cultural change regarding expectable and open evaluation of teaching that can only occur at the very basic level of individual faculty members and departments. Dr. Sturkie urged Senators to initiate discussions about this critical issue now (Attachment A).

5. Committee Reports:

a. Senate Committees: President Smathers stated that Standing Committees will address issues that come to the individual committees and some issues that are being carried over from the last Senate session.

1) Finance Committee – Chair Beth Kunkel informed the Senate that this Committee will do an additional analysis of the Report of Institutions and Centers based on information that was presented in the Report. The Committee hopes to bring information to the next Executive/Advisory Committee and then to the full Senate in June.

b. University Commissions and Committees: None

6. President's Report: President Smathers stated that:

a. his theme this year will be faculty involvement in the total University.

b. he will ask many of the Senators to be leaders and he plans to have chairs and co-chairs of the standing committees so that reports can be given at all meetings and so committees can be called to order.

c. he is working on the appointment of an Editorial Consultant.

d. the Executive/Advisory Committee determined that meetings will continue to be at 2:30 p.m. on the last Tuesday of each month.

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e. he is working on the appointment of a Parliamentarian and may go outside of the Faculty Senate for the appointment. President Smathers would like to have a small workshop for the Executive/Advisory Committee and the Faculty Senate on the operations of parliamentary procedures.

f. at the recent President's Cabinet meeting he learned that the Governor signed the At-Will Law. It is President Smathers' understanding that faculty are exempt from this law, that staff are not, and that administrators are probably not.

g. the deadline for changes to the curriculum should be made in October and implemented in January. President Smathers reminded the Senators that curriculum is the purview of the faculty and the faculty alone.

h. noted that the evaluation process will be looked at from top to bottom during the next academic year and that the Faculty Senate will be involved.

i. the Women's Rowing Team pulled President Barker on skis.

j. names of faculty for consideration to the membership of the President's Commission on the Status of Women have been forwarded to the President.

k. he would like to continue having Faculty Senators attend meetings of the Student Senate. Senator Eleanor Hare will coordinate attendance plans and will notify Senators.

l. the Graduate Student Government has extended an invitation to the Faculty Senate to attend their meetings.

m. he would like the Faculty Senate to be thinking of ways in which we can recognize retiring faculty.

7. Old Business: None

8. New Business:

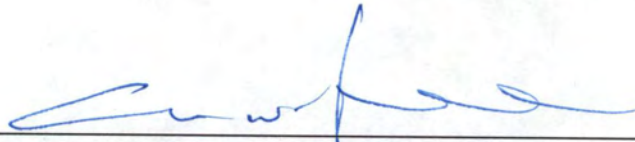
a. Senator Fran McGuire asked about the status of the summer salary issue. The response was that the Provost was to give the Senate her suggestions. At this time, neither the Policy Committee nor the Welfare Committee has received any suggestions. Senator McGuire then asked what the recourse is for those faculty whose percentages are not represented in the *Faculty Manual* and are told to "live with it or not." Discussion followed.

b. Senator McGuire commented on the fact that there are interdisciplinary degrees but no curriculum structure for faculty across departments who are teaching the courses – that there is no curriculum committee that represents multiple departments. He asked how the courses get approved and what is the mechanism to do so. President Smathers will forward this issue to the Scholastic Policies Committee to address and develop a policy on this issue.

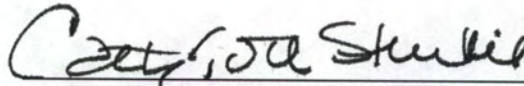
9. Announcements: Senator Hare informed the Senate of the faculty display at the FirstSun Connector of the Martin Inn.

10. Adjournment: President Smathers adjourned the meeting at 3:14 p.m.

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Connie Lee for Eleanor Hare, Secretary



Cathy Toth Sturkie, Program Assistant

Absent: Denny Smith, T. Straka, N. Walker, G. Zehnder, A. Bennett, D. Detrich, S. Williams, T. Churan, M. Laforge (R. Campbell for), D. Warner, S. Bhadhuri, M. Ellison, E. Makram (M. Smotherman for), C. Linnell (B. Hammitt for)

Free Speech

Kinly Sturkie
Faculty Senate - May 11, 2004

As the story goes, Commander Robert Peary, on his quest to reach the north pole, once traveled briskly all day by dog sled only to find at night fall that he was actually further south than when he had begun in the morning. As it happened, he was on a huge ice floe that was traveling south faster than his team was moving north.

Some of us may feel as if we are duplicating Peary's experience in our quest to be excellent faculty members. We have a sense of where we want to go, but we may believe we are in a context that is moving inexorably in some other direction. Our bearings tell us where quality teaching, research, and service are, but the University is moving with the glacial power of budgeting priorities toward a different, if not grander, scheme involving sleeker curricula, multi-million dollar public-private partnerships, and the very thorny questions of who will owe and own whom.

If there is some disconnect between your professional quest and current institutional aspirations—and there very well may not be—these may become even more focused as we move next year toward the Provost's priority of revamping our faculty evaluation system. We will surely have to deal at the molecular level with the fundamental questions of: 1) what is it that we as faculty should do: 2) who should set our priorities; and 3) how can the quality of our work be most validly measured and rewarded?

Like many of you, I believe that quality teaching is the heart and soul of the Clemson experience, and excellent teaching occurs on a daily basis on this campus despite the many other cross-current pressures we constantly face. It also seems obvious that given the centrality of teaching for us individually and collectively, the quality of our

teaching must regularly be formally scrutinized. Given all the things about which we may disagree, this is not typically one. However, how teaching should be evaluated, how often, and by whom, are tremendously controversial questions.

We are in period of unprecedented debate about what the rightful role of a land grant institution should be, and we may feel somewhat overwhelmed by the potential cultural changes implicit in this debate. But given the Provost's desire to review the faculty evaluation system, I am arguing today that not only should evaluating teaching be a part of the mix (which it no doubt will be), but we need to make this yet another area of cultural change. I am asking that you consider promoting within your own departments (if your particular department doesn't already do so) the idea that the quality of every faculty member's teaching should be formally evaluated every year. This may sound like a bloated and obvious platitude, as if I were presenting as novel the idea that our research should be peer-reviewed. But I was astonished to hear in a recent Chair's meeting that in some Departments, the student teaching evaluation summaries of senior faculty only have to be made available to their Chairs once every six years during post-tenure review. The horse is not only out of the barn, but dead of old age, by the time the barn door is closed. Of course, student evaluations are not the end-all measure of teaching quality. There are many other methods including classroom visitations, peer reviews, teaching portfolio's, and so on. The point, though, is that regardless of our particular conception of the University's primary tilt—as a community of scholars who develop and share ideas, or as the supercharger for the State's new economic engine—we can't define teaching as a core of our mission if there is not an expectable and reasonably open evaluation process.

This cultural change can also only come from our faculty. There will undoubtedly be an appointed faculty committee associated with the Provost's evaluation revamping efforts. But, at best, this group will only make recommendations about shifts in policies and procedures. Cultural change regarding expectable and open evaluation of teaching can only occur at the very basic level of individual faculty members and departments. I therefore urge you as leaders in this University to initiate discussions about this critical issue now, before the formal revamping process even gets under way. If we as faculty members move fast enough, we can make sure—regardless of the direction of the ice floe—that we are still progressing north.

Thank you.

MINUTES
FACULTY SENATE MEETING
JUNE 8, 2004

1. Call to Order: The Faculty Senate Meeting was called to order at 2:35 p.m. by President Webb Smathers. President Smathers recognized guests who were in attendance.
2. Approval of Minutes: The Faculty Senate Minutes dated May 11, 2004 were approved as distributed.
3. "Free Speech": None
4. Committee Reports:
 - a. Senate Committees:
 - 1) Policy Committee – Chair Fran McGuire stated that there was no Committee report.
 - 2) Welfare Committee – No report.
 - 3) Scholastic Policies Committee – Chair Peter Kiessler stated that there was no report.
 - 4) Research Committee – Chair Sean Williams stated that there was no report.
 - 5) Finance Committee – Chair Beth Kunkel briefly described a Finance Committee Analysis of Center/Institute Funding (Attachment A).
 - b. University Commissions and Committees: No reports were given. President Smathers referred to the University Committees/Commissions results from last month's Senate elections in the Agenda Packet.
5. President's Report: President Smathers stated that:
 - a. Mendal Bouknight has announced his retirement from Clemson University.
 - b. If one is not signed up for direct deposit of payroll checks, s/he will have to go to Wachovia Bank to retrieve. The same process will be done for travel reimbursements.
 - c. He is working with Lawrence Nichols to make paychecks available for nine-month employees over a twelve-month period.
 - d. Terry Don Phillips recently reported that all teams had higher grade point averages this past semester than they have ever had.
 - e. E&G budget received about a two (2%) percent cut with an addition \$500,000 put back in for wireless communications. PSA had a 2.1% budget cut.

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X

Thirteen million dollars were added to partially fund the state health plan. There will be a three percent across-the-board raise for faculty and staff.

f. President Barker has asked for help from faculty to pursue economic development for Clemson.

g. The Savannah River site has been designated one of twelve technical national labs.

h. The roadmap is being revised. Evidently, it has been concluded that assumptions for the original roadmap were incorrect. Thornton Kirby is working on the revenue plans and the Provost on the expenditure plans.

i. President Barker would like to see students receive more individual attention from faculty. He continues to be told by students that individual student attention is one of the distinctive features of Clemson.

j. Student enrollment has not increased.

k. Faculty Senate Standing Committees will be officially charged soon. Each committee is to identify three or four issues to pursue in addition to those from President Smathers.

6. Old Business: None

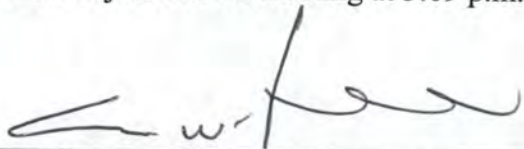
7. New Business: None

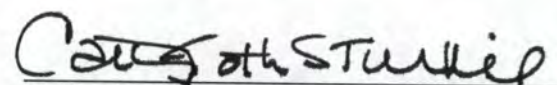
8. Announcements:

a. President Smathers invited Senators to a party at his house on August 21, 2004. Details are forthcoming.

b. President Smathers noted that After Hours will be held today at the Esso Club.

9. Adjournment: President Smathers adjourned the meeting at 3:09 p.m.



Connie Lee for Eleanor Hare, Secretary

Cathy Toth Sturkie, Program Assistant

Absent: G. Birrenkott, R. Dodd, Denny Smith, T. Straka, N. Walker, G. Zehnder, A. Bennett, D. Detrich, M. Martin, D. Winchell, T. Churan, C. Pury, M. Laforge, D. Warner, M. Ellison, E. Hare, E. Makram, J. Meriwether, C. Linnell, R. Mayo, S. McCleskey

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Finance Committee Analysis of Center/Institute Funding

The Executive/Advisory Committee of the Faculty Senate requested an additional analysis of the data presented in the Finance Committee 2003-2004 Annual Report. This report was based on a study of the funding sources for 4 centers/institutes at Clemson University. The centers and institutes studied were the Center for Advanced Engineering Fibers and Films (CAEFF), the Genomics Institute (CUGI), the Strom Thurmond Institute (STI), and the Institute for Family and Neighborhood Life (IFNL).

CAEFF serves mainly as a central point for channeling funds to individual, department-based researchers and does not have faculty appointed directly to the center. There are presently 4 permanent employees. Over the 3 ½ years studied, CAEFF received 95% of its funding from external agencies, particularly by the National Science Foundation. The center also received a \$1 million allocation from the state which is tied to the operation of that unit in FY 01, 02 and 03. In 04, those earmarked funds will total \$814,879. (For this calculation, the \$1 million from FY 01, 02 and 03 was considered "external funds.") All internal funding is through E&G. This unit also generated \$2,916,905 in indirect revenue for the University.

STI serves primarily as a conduit for faculty work and had between 16-18 permanent employees each of the 3 ½ years studied. During this time, STI received 61% of its funding from external agencies or from generated revenues, 24% from E & G, and 15% from PSA. This unit generated \$200,789 in indirect revenue for the University in this time period.

IFNL is an administrative unit housing faculty members who may or may not have departmental affiliations. In the time frame studied, there were 11-13 permanent employees. During the 3 ½ years studied, IFNL received 77% of its funding from external sources or from generated revenue, 2% from E&G, and 21% from PSA. All internal funding for this unit was from PSA until 2003 when they received 20% of their internal funding from E&G. This unit generated \$865,325 in indirect revenue for the University in this time frame.

CUGI faculty are housed in individual departments, mostly in Genetics, Biochemistry and Life Science Studies. It had 3-5 permanent employees over the 3 ½ years studied. In this time frame, CUGI received 76% of its funding from external sources or from generated revenue, 8% from E&G and 13% from PSA. This unit generated \$1,637,845 in indirect revenue for the University in this time frame.

Table 1 provides the E&G and PSA funding received by these units for each of the years studied.

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Table 1. E&G and PSA funds allocated to centers and institutes studied

Center/Institute	FY 2001	FY 2002	FY 2003	FY 2004	Total
CAEFF	\$132,520	\$218,244	\$222,656	\$394,703*	\$968,123*
STI	773,477	814,925	797,220	429,259	2,814,881
IFNL	670,062	709,709	740,143	358,849	2,478,763
CUGI	712,222	846,416	368,370	133,909	2,060,917

*Includes state funding earmarked for CAEFF for FY 2004.

The office of the VP for Research published a report on research activities for the FY 2003 year. For that year only, research expenditures for these 4 units were compared to the total research expenditures for either the CES (for CAEFF), to PSA (for STI and IFNL), and to CAFLS (for CUGI) (Table 2). Overall, these 4 units were responsible for 11.9% of the total research expenditures of the university for FY 2003. Other units within the CES, CAFLS and PSA that also received significant external funding were also compared. This comparison was not possible for CAEFF because the expenditures were associated with the individual departments and not with CAEFF itself. In CAFLS, Biological Sciences (\$2,006,878) and Food Science/Human Nutrition (\$1,115,705) were the other units with research expenditures exceeding \$1 million. In PSA, Livestock and Poultry Health (\$1,094,858) was the only other unit with research expenditures exceeding \$1 million. We do not have data on internal funding for those units, so more detailed data comparisons are not possible.

Table 2. FY 2003 research expenditures for the centers/institutes studied compared to that of the reporting organizational unit

Center/Institute	FY 2003 expenditure	Organizational unit expenditure	Percent total
CAEFF	\$3,282,575	\$45,051,186	7.3%
STI	1,704,738	10,314,858	16.5%
IFNL	2,542,467	10,314,858	24.6%
CUGI	1,425,024	11,500,128	12.4%

There was no

Faculty Senate Meeting

in July 2004

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MINUTES
FACULTY SENATE MEETING
AUGUST 17, 2004

1. Call to Order: President Webb M. Smathers, Jr., called the meeting to order at 2:32 p.m. He then introduced Holley Ulbrich, as the newly-appointed Faculty Manual Editorial Consultant and welcomed and recognized guests.
2. Approval of Minutes: The Minutes of the May 6, 2004 General Faculty and Staff Meeting were approved as corrected. The Minutes of the June 8, 2004 Faculty Senate Meeting were approved as distributed.
3. "Free Speech" Period: None
4. Special Order of the Day: Carla Rathbone, Director, Educational Technology Services presented information regarding the services available from DCIT, especially noting the phasing out of MyCLE and the phasing in of Blackboard. Questions and answers were then exchanged among members of the Faculty Senate, Ms. Rathbone and other DCIT staff in attendance.
5. Committee Reports:
 - a. Policy Committee: Chair Fran McGuire stated that the Committee's first meeting will be on August 19th. Issues the Committee will undertake this year include: the establishment of courses and course approval within institutes and centers; the evaluation of faculty in institutes and centers; the membership of the Grievance Board and the Ombudsman Subcommittee; and assignment of summer salary. President Smathers asked that this Committee work with the Finance Committee on the institute and centers issues.
 - b. Welfare Committee: Chair Donna Winchell stated that she is in the process of scheduling the first meeting of this Committee. The Committee will look at Clemson's benefits package as compared with other institutions. President Smathers asked that the Committee enlist the assistance of Human Resources. Senator McGuire asked the Committee to look at insurance coverage when participating providers are not available. Professor Alan Grubb asked that the Committee seek the statistics of the use of spousal/hiring packages to determine how this program is working.
 - c. Scholastic Policies Committee: Chair Peter Kiessler noted that the Committee had not yet met but that items to consider are: "incomplete" grades, plus/minus grading, online courses, and faculty evaluations.
 - d. Research Committee: Chair Sean Williams stated that the Committee had not yet met. Senator Williams submitted the Committee Report dated August 9,

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2004 (Attachment A). President Smathers stated that the Faculty Senate needs to be involved in the research undergraduate issue and that there must be some compensation for faculty.

e. Finance Committee: Chair Beth Kunkel stated that the Committee had not yet met. She submitted the Committee Proposed Plan of Work, 2004-05 (Attachment B). Senator Kunkel also noted that the Committee will request a total compensation report in addition to the typical salary report. She stated that the Institute of Family and Neighborhood Life has not responded to requests for information.

There were no University Commissions and Committees reports.

6. President's Report: President Smathers

a. noted that the issues of the restructure of the Ombudsman Subcommittee and publicizing departmental/college bylaws, PTR and post-tenure review guidelines for incorporation within the *Faculty Manual* and/or the Web are now referred to the Policy Committee for consideration.

b. plans to appoint an *ad hoc* Committee to review and revise, if necessary graduate student committees formation and information about major procedures and processes. Stuart Wyeth, Graduate Student Government President be included in these reviews. The University's goal is to double Ph.D. output.

c. reminded Senators that after the completion of the 2004 Faculty Evaluation, FAS will go to a January, 2005-July/September 2006 (18-month period) academic (rather than calendar) year. This is being done at the request of the Faculty Senate.

d. stated that the 12.7% tuition increase results in \$15,085,611 – 4 million roadmap (there will be some sort of salary adjustment in these monies); 1.5 million – recruiting student scholars; 3.5 million new faculty hires; 7.7 unfunded mandates/budget cuts, etc.

e. stated that one-third of Clemson students are from the five upstate county areas.

f. informed the Senate that Vickery Hall now reports to Jan Murdoch, Dean of Undergraduate Studies.

g. Noted that new curriculum requirements: some classes should include technical writing, oral communications, cross-cultural awareness and possibly others so that individual courses for these topics will not be necessary. However, departments are encouraged to incorporate these areas in their courses.

h. asked committee chairs to review the report on professional responsibilities and recommend to Policy Committee issues to be considered before it

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comes before the full Senate. President Smathers would like the 2004-05 Senate to have an opportunity to look at this report and offer comments prior to full review by the Policy Committee.

i. stated that the Provost is moving toward using a FAS system for PTR and Post-Tenure Review.

j. noted handouts from the Rutland Center, including a compact disc, on academic integrity and encouraged Senators to share this information with others.

k. thanked Mary LaForge for volunteering to serve as lead senator for her college.

President Smathers will check on two issues from Senators: (1) a necessary relationship between the 18-month evaluation system and the timing of annual evaluation and the return of student evaluations and (2) how changing from a calendar year to an academic year changes promotion and tenure and PTR time tables. It was also noted that this information should be communicated to departments quickly.

7. Old Business:

a. Secretary and Senator Eleanor Hare noted as Immediate Past Chair of the Policy Committee that the *Faculty Manual* editorial change (handout) is for information only (Attachment C).

8. New Business: None

Concerns were expressed regarding the Provost's Undergraduate Research Proposal. Why do we want to do this? What do we want to accomplish? How can this proposal be implemented? Senators emphasized that the Senate should be involved in planning. It was suggested that the Senate invite the Honors College Dean to share his experience of such an idea with the Senate. President Smathers stated that President Barker wants more faculty-student interaction in small groups.

9. Announcements:

a. Pig Pickin' at the Smathers' – 6:00 p.m., Saturday, August 21, 2004.

b. After Hours for Faculty and Staff – 4:30 p.m. this afternoon at Joe's Place at the Madren Center.

10. Adjournment The meeting was adjourned by President Smathers at 4:14 p.m.

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Eleanor Hare

Eleanor Hare, Secretary

Cathy Toth Sturkie

Cathy Toth Sturkie, Program Assistant

Absent: Zehnder (D. Layne for), Martin (N. Corrales for), T. Churan, Pury (R. Campbell for), Dennis Smith, Warner, Smotherman, Meriwether, Mayo (B. Logan for)

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Research Committee Report

Submitted by Sean Williams

Although the senate's Research Committee has not met yet this year, here are a few things that we expect to be involved with this year. We welcome your feedback on other issues we should consider, as well.

As a land-grant university, Clemson has historic ties to agricultural, scientific, and engineering research. However, as it pursues Top 20, Clemson has an obligation to become an excellent liberal arts school as well.

Question 1: How can we increase the profile of humanities and social science research on campus in order to help build a better "intellectual" culture at Clemson that equally values different types of research?

Question 2: What are the roadblocks to research of all kinds on campus, and especially to humanities and social science disciplines, which prevent faculty from achieving to the highest degree in their respective fields?

Also as a result of its land-grant heritage, Clemson has an obligation to engage with economic development research and outreach in South Carolina. However, to achieve the greatest degree of economic development, Clemson should recognize that "intellectual and human development" must accompany economic development activities, if those activities are to demonstrate sustainable success. Economic development and intellectual development are symbiotic activities that together are required to make the other possible.

Question 1: As pressure from the state and other sources asks us to justify our research activities, how can we correlate and report our research in ways that make its economic impacts evident?

Question 2: How can we argue for continuing our research in "non-economic" areas that range from basic science to the humanities as we strive to create and expand a culture of intellectual inquiry and critical questioning?

You see a theme here that admittedly evolves from my position as a humanities and social science researcher at what is historically an Agriculture and Engineering school. However, if Clemson is to advance in its march to top 20, we must expand our vision to genuinely value, support and promote research activities of all kinds. Hopefully the research committee can think about these ideas and generate some action items that will help faculty across campus achieve their research and scholarship goals, regardless of discipline.

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FINANCE COMMITTEE

Proposed plan of work

2004-2005

1. Finalize report on operation of centers and institutes (are waiting on information from one institute)
2. Examine "donated time" issue for 9-month faculty
3. TBD

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FACULTY MANUAL EDITORIAL CHANGES
TO SPECIAL FACULTY RANKS
August 17, 2004

EDITORIAL CHANGES TO LECTURER

The following modification of the description of the rank of Lecturer and addition of the rank of Temporary Lecturer (*Faculty Manual*, Part III. Faculty, E. Special Faculty Ranks, page iii-5) were approved by the Faculty Senate on April 13, 2004.

At his request, Holley Ulbrich (Faculty Manual Editorial Consultant) and Eleanor Hare (immediate past chair of the Policy Committee) met with Dean Keinath on July 27 concerning the proposed changes. Dean Keinath also attended the Executive/Advisory Committee meeting on August 2, 2004. At that meeting the underlined editorial addition was proposed in order to clarify the change to the Lecturer position. This editorial addition was approved by vote of the Executive/Advisory Committee.

Lecturer. This rank is assigned to individuals with special qualifications or for special functions in cases in which the assignment of other faculty ranks is not appropriate. Full-time academic appointments shall be for one-year terms and may be renewed. (The termination date of appointments made for the full academic year shall be extended over the summer until the next academic year begins.) Notice of renewal or non-renewal must be provided before July 15 for the following academic year. After four or more years of continuous appointment as a lecturer, one year's notice of non-renewal must be provided.

EDITORIAL CHANGE TO TEMPORARY LECTURER

The editorial change to Temporary Lecturer was negotiated and approved by Provost Helms, Faculty Senate President Webb Smathers, and Immediate Past Chair of the Policy Committee, Eleanor Hare.

Temporary Lecturer. This rank is assigned to individuals who receive ~~part-time appointments or are appointed for one semester or less.~~ limited duration appointments. These appointments shall be for one-year or less and may be renewed.

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Rutland Center for Ethics Academic Integrity Initiative CD

The content of the CD is accessible on the Clemson University Network:

Go to Share on 'Share' (S:)

Double click on file folder Groups

Double click on file folder Classes

Double click on file folder Ethics

Double click on the icon with red in the center and the word ethics below it.

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MINUTES
FACULTY SENATE MEETING
SEPTEMBER 14, 2004

1. Call to Order: President Webb M. Smathers, Jr., called the meeting to order at 2:34 p.m. and then welcomed and recognized guests.

2. Approval of Minutes: The Minutes of the August 17, 2004 were approved as written.

3. "Free Speech" Period: None

4. Special Orders of the Day:

Ron Addis, Chair of the Classified Staff Senate, shared the Senate's brochure regarding Clemson scholarships for classified staff children with the Faculty Senate and asked if it would be appropriate to ask faculty to participate in this fund-raising effort. Discussion was held. It was decided that the Executive/Advisory Committee of the Faculty Senate would discuss this at the next meeting and inform Mr. Addis.

Marvin Carmichael, Director of Financial Aid, discussed the hazards of faculty advising students about academic programs affecting their scholarships and asked that the students be referred to him for information. Mr. Carmichael provided an update of state issues including information regarding several types of scholarships (the Life Scholarship and the Palmetto Fellows) to assist faculty when they are talking with students. (cts -www.clemson.edu/finaid)

5. Committee Reports:

a. Senate Committees

1) Policy Committee: Chair Fran McGuire submitted and briefly described the Committee Report dated August 19, 2004 (Attachment A).

2) Welfare Committee: Chair Donna Winchell shared two Committee Reports dated August 31, 2004 and September 1, 2004 with the Senate (Attachment B).

3) Scholastic Policies Committee: Chair Peter Kiessler submitted the Report dated September, 2004 (Attachment C), stated that Stan Smith will meet with this Committee at its next meeting, and noted that the Committee will move forward with a plus/minus grading survey of faculty.

4) Research Committee: Chair Sean Williams submitted Committee Report dated September 14, 2004 and explained items contained within (Attachment D).

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5) Finance Committee: Chair Beth Kunkel submitted and explained the Finance Committee Report dated September, 2004 (Attachment E).

b. University Commissions and Committees Reports

1) Joint City/University Committee – Senator Eleanor Hare provided the attached report (Attachment F).

2) Budget Accountability Committee – President Smathers announced that this committee has been established for this academic year and that the Faculty Senate representatives are Charlie Gooding, Curtis White, and Brenda Vander Mey, Chair.

6. President's Report: President Smathers reported:

a. that questions have arisen regarding faculty rights in student grievances and that there appears to be no formal information on this issue. President Smathers asked the Policy Committee to address this item.

b. that questions have arisen regarding how lab fees are determined. What are the criteria for assigning lab fees to a course? Are the lab fees used for student benefit?

c. that he met with President Barker about the University's role in economic development. The President is convinced that we will be asked to document things we do that benefit economic development.

d. that he and Vice President/President-Elect Connie Lee met with the Provost. President Smathers told the Provost that more faculty are needed. He further stated that this is the consistent concern of faculty all over campus especially those doing basic teaching and research. This concern also includes the replacement of those faculty who are TERI-ing within the next couple of years.

7. Old Business: None

8. New Business:

a. Senator McGuire briefly explained and submitted for approval the proposed *Faculty Manual* change, Time Frame for Filing a GP-2 Petition (Attachment G). Following discussion, motion was made to postpone until the next Faculty Senate Meeting and motion was seconded. Vote to postpone was taken and passed unanimously.

b. Senator Eleanor Hare explained the history of the Faculty Display in the Connector of the Martin Inn and the Madren Center and noted that she is beginning to work on the next one – showcasing undergraduate research that is presently going on to be in concert with the Provost's initiative. President Smathers stated that lead senators could help with this effort.

c. Opportunity for Guests to Speak

a. J. Bruce Rafert, Dean of Graduate Studies, stated that he has been meeting with the chairs of departments. The chairs and deans should have received information on the assessment of doctoral programs. The NRC has revamped the assessment plan that will begin next summer and will last two years. Dr. Rafert informed the Senate that this is a complex process.

b. Jan Schach, Dean of the College of Architecture, Arts and Humanities, informed the Senate of two new graduate programs: Masters of Science in Historical Preservation and a Master's in Real Estate Business. Dean Schach also mentioned a design competition for the new Charleston Center.

c. Dori Helms, Provost and Vice President for Academic Affairs, informed the Senate of a possible policy on graduate student waivers. This policy will be difficult to establish due to the many kinds of graduate assistant titles and will require a lot of discussion. When asked her thoughts on the establishment of graduate faculty, the Provost responded that such designation could be divisive, but that it is an open discussion.

9. Announcements:

a. The Graduate Student Government representative informed the Senate that they will begin a professional development program which will also allow the opportunity for students to increase the importance of their own departments with industries.

10. Adjournment The meeting was adjourned by President Smathers at 4:12 p.m.

Eleanor Hare, Secretary

Cathy Toth Sturkie, Program Assistant

Absent: Birrenkott (D. Layne for), Dodd (C. White for), T. Churan (R. Campbell for), Lickfield, Makram (Figliola for), Meriwether

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Minutes of the August 19th Policy Committee Meeting

1. The committee established the following priorities for the 2004 – 2005 academic year:
 - Examine/recommend, in conjunction with the Finance Committee, policies/procedures for the establishment of institutes and centers, particularly the role of the faculty in the process;
 - Examine/recommend, in conjunction with the Finance Committee, policies/procedures related to faculty evaluations for faculty working in centers/institutes;
 - Recommend a policy on summer salary for faculty;
 - Examine/recommend policies related to the structure of the Ombudsman Committee and Grievance Boards;
 - Recommend a process for posting faculty by-laws and PTR documents on the web;
 - Recommend a policy related to faculty access to copies of evaluation materials;
 - Other duties as assigned by President Smathers.
2. The committee discussed a recommended faculty manual change delineating the time allowed between receipt of notification of non-appointment, denial of tenure, or denial of promotion for faculty who chose not to meet with their chair or dean. We unanimously approved a policy change, recommended by the Grievance Board, and will bring that up as new business.
3. We discussed creating a flow chart illustrating the grievance process. Holly Ulbrich, faculty manual editor, will work on this.
4. We will gather data from other universities about summer salary policies. In addition, lead senators were asked to determine how summer salary was determined by departments in their colleges. This information will be used to construct a policy recommendation.
5. The committee supported the posting of departmental by-laws and PTR policies on the web. Provost Helms supports this action and further discussion will be held under new business.
6. The Committee recommends adding a statement to form 3 stating that the faculty member has received a copy of all written evaluation materials. Holly Ulbrich will find the best words and location for this statement on Form 3.
7. The Policy Committee will meet on the third Tuesday of every month at 3:00. All are welcome!

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Report from the Welfare Committee
August 31, 2004

The committee will not meet until tomorrow, Sept. 1, at 9 AM in 206 Cooper Library. Thanks to Cathy Sturkie and her graduate assistant, however, we have been accumulating information related to our new charge.

I. Old Business

- The Policy Committee has asked for our response to the Proposed Professional Responsibility Philosophy Statement and Procedures. The documents have been circulated to the committee to be discussed and acted upon as necessary.

II. New Business

- **Benefits**—We have information on benefits at this point from Clemson, the University of Georgia, North Carolina State, and the University of Tennessee. We will start analyzing the information we have and finding out what else we need before we can compile and report on our findings. At a later meeting, Lawrence Nichols will meet with us to assist us with this endeavor.
- **Spousal hires**—We have very informal reports on the success of spousal hires to consider. We will discuss any other possible sources of information.
- **Lecturer salaries**—A former senator has asked if it would be appropriate for the Welfare Committee to take up the issue of how our lecturers' salaries compare with those at other institutions, particular those in our hiring area.

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MINUTES
WELFARE COMMITTEE
SEPTEMBER 1, 2004

Attending: Syd Cross, Rachel Mayo, Michelle Martin, Donna Winchell

We discussed briefly whether there is a better meeting time for future meetings. The possible time suggested is 1-2 on Wednesdays, but we cannot make that a firm meeting time until we hear from Tom and Geoff, who were unable to attend.

Old Business

The Policy Committee had asked us to consider the Proposed Professional Responsibility Philosophy Statement and Procedures. Those present agreed with the idea in general, but had a few specific comments and questions that might be addressed when the issue comes up at a Faculty Senate meeting.

1. On the first page of the statement, we suggest that the key principle that now reads, "The highest ethical standards of personal behavior" be amended to read, "The highest ethical standards of personal and professional behavior."
2. In C2d, paragraph 3, we suggest that the phrase "creation of the impression that a faculty member speaks or acts for the University" be omitted since that does not seem to be an issue of peer conflict, which the cover letter tells us these changes are designed to address.
3. Our questions also had to do with the two bold-faced paragraphs of C2d, on page 30.
 - Is the issue of "failure to follow University policies established to eliminate violence, discrimination and harassment" not addressed elsewhere?
 - The second paragraph refers to "the Administrator or the faculty member bringing the allegation." Can an allegation be brought by a faculty member or another administrator against an administrator as well as by an administrator or another faculty member against a faculty member?
 - Is lack of professional conduct in a situation away from the university—while at a community meeting or a professional conference, for instance—covered?

New Business

One of our charges this year is to compare Clemson's benefits package with the packages offered at other institutions. All members of the committee were sent information from NC State, Clemson, Georgia, and Tennessee. More information about South Carolina benefits from the internet was distributed and will be mailed to those not in attendance. These documents will be the starting point for our discussion at our next meeting.

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We need to address benefits, the success of spousal hires, assistance for other family members who might be seeking jobs at Clemson, and the possibility of tuition breaks for children of Clemson faculty.

Members will be notified by e-mail of the time and date of the next meeting.

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Scholastic Policy Committee Report Sept 04

Meeting Times During the fall semester the scholastic policy committee will meet
on Sept 21 at 2:30 in Cooper Library 206
on Oct 19 at 2:30 in Cooper Library 206
on Nov 16 at 2:30 in Cooper Library 206

The "I" Grade Stan Smith from the Registrar's office will attend our next meeting. Stan will be able to provide both a history of the I grade and insight into how to expedite getting a proposal into practice.

The committee hopes to have a proposal to the Senate at the October meeting.

Evaluation The committee is beginning to look at literature related to faculty evaluation. In addition, Charlie Gooding will attend Fran McGuire's workshop, Documenting Your Teaching Effectiveness. Inviting Fran to one of our meeting is part of our agenda. The committee has also discussed the possibility of a joint meeting with the Research Committee.

Plus/Minus Grading The Provost stated at a faculty senate meeting that she would like to survey the faculty for their opinions on plus/minus grading. The committee would like to know their role in the survey. At the advisory committee meeting, it was suggested that the committee conduct the survey. Before proceeding, Webb was going to discuss the issue with the Provost.

On-line Evaluation of Faculty At the advisory committee meeting concerns were raised about the study released from the Office of the Provost. The advisory committee suggest that the scholastic policy committee analyze the data. As with the survey, Webb was going to discuss the issue with the Provost.

Research Committee Report

Submitted by Sean Williams

The Research Committee met on Thursday 9/2 where the main point under discussion was our agenda for this year. Below are the questions we will address and suggested action items.

What is on the university's agenda for research across the disciplines?

Rationale: the question was posed about the *appearance* of focusing too heavily on ICAR at the expense of other high reward programs such as bio-engineering, and research diversity in general. The broader question concerns research diversity in general and how the university does or does not support research across disciplines.

Action items:

- 1) Benchmark Top 20 schools to determine the breadth of successes in their research agendas, since common sense (and experience) tells most of us that a wide range of programs contributes most to the institutions' reputations.
- 2) What are the research productivity metrics at top 20 institutions and how do those impact non-research responsibilities like teaching and service?
- 3) How does external research funding coordinate with internal budget allocations and are those formulas appropriate?
- 3) Check with prior research committee chairs to see if some of this work has been done
- 4) Invite Chris Przirembel to speak to the senate about things related to these questions and what is on the agenda besides ICAR.

What are the roadblocks to successful research across the disciplines?

Rationale: Since the charge of the committee is to represent the interest of the faculty with respect to research productivity, the committee discussed at length several issues related to this topic. Some specifics include

- lack of awareness among disciplines of research conducted by other disciplines (Electrical Engineering, for example, might not understand what scholarship is in Art or English especially because research in non-science disciplines isn't "funded");
- outreach and scholarship that isn't specifically within the "funded research" category receives far less attention on campus
- research and development that has economic development impacts doesn't receive due credit because often it occurs, for example, under non-disclosure agreements or other circumstances that preclude proper reporting

Action items

- 1) somehow, someday, build recognition across campus that research occurs in all disciplines, even though it has a different profile. No department on campus is strictly, or even primarily, a "teaching" department and we need a way to build awareness of this;
- 2) work with other committees to create a plan for economic development work to count in the performance appraisals of faculty

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What is the impact of the undergraduate research group proposal on research?

Rationale: the specifics of this proposal, and whether or not the project should be undertaken at all, is still up for grabs. Faculty have very mixed feelings about the idea and the committee has received both negative and positive feedback. One specific question is whether or not the best researchers will do this because they do not primarily define themselves as teachers, and this more than anything else, is a teaching function.

Action items:

- 1) continue to collect feedback
- 2) honestly and openly report this feedback to the senate and administration
- 3) encourage the administration to slow down on this process and entertain the possibility that it's not a good idea
- 4) explore the impact the proposal would have on the most productive researchers across the disciplines
- 5) if the program goes forward, see that it's piloted, tested and developed fully before implementation across campus
- 6) if the program goes forward, ensure that it carries appropriate faculty compensation and student credit.

Some additional questions

- 1) What will be the impact of removing or reducing graduate student tuition waivers?
- 2) Why doesn't Clemson have a sanctioned "graduate faculty?"
- 3) What will be the impact of differential tuition?

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**Finance Committee Report
September, 2004**

1. The Finance Committee held its first meeting of the year on September 14, 2004. Regular meetings will be the first Tuesday of the month at 2:30.
2. We have received information on promotion, tenure, appointment and reappointment policies from the four centers/institutes we have been studying and will be working with the policy committee to finalize our report on that issue.
3. We have requested information from the deans on methods used to determine summer salaries for department chairs as charged at the August 31 EAC meeting.
4. We have requested that the salary survey done this year be a total compensation survey and will be meeting with Catherine Watt and Senate President Smathers on this and coordination of senate priorities with the Office of Institutional Research. This was also done in response to a charge by the EAC.
5. We have not yet begun work on the issue of "donated time."

Respectfully submitted,

Beth Kunkel, Chair

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Joint City-University Committee

The Joint City-University Committee met yesterday. Major items of discussion were the Michelin Travel Tour Guide, creation of a listserv for communication, and selection of a major topic for research during the next 8 months.

Michelin Travel Tour Guide is almost ready for the printer. It is expected that this guide will sell for about \$4 at local bookstores, hotels, etc.

Some of the topics suggested for study were:

- * possible annexation of developed university property
- * large groups of students living in rental houses in single-family neighborhoods
- * possible additional use of Sullivan Center and new medical groups
- * broadening fire protection by adding additional substations

The joint committee will need to establish a database for research and information. The possibility of this research being a part of Provost Helms' innovation for undergraduate research was discussed.

Proposed Faculty Manual Change
Holley Ulbrich, Faculty Manual Editorial Consultant

V. D. 3. d.
Current wording:

"If the matter cannot be resolved at the collegiate level, the faculty member has two options: a) he/she may request that the Provost review the matter and render a decision regarding it: and b) if the faculty member so requests (or if the Provost, with the faculty member's consent, chooses to do so) the Provost shall refer the matter to the Grievance Board (composition given in the *Constitution*, Part VII, Article II, Section 8) for its recommendation prior to the decision. If the Provost is named as a respondent in the petition, the Provost shall submit the petition directly to the Grievance Board. If the Grievance Board determines that the Provost is correctly named as a respondent, the Provost shall be recused from a decision-making capacity in the grievance process. This petition must be in writing and must be received by the Provost within fifteen days of the faculty member's meeting with the dean regarding the matter, or within fifteen days of receipt of notification of non-reappointment, denial of tenure, or denial of promotion. The petition shall not exceed ten pages in length, excluding supporting documents, which may be submitted as an appendix to the petition."

Proposed wording:

"If the matter cannot be resolved at the collegiate level, the faculty member has two options: a) he/she may petition the Provost to review the **petition** and render a decision regarding it: and b) if the faculty member so requests (or if the Provost, with the faculty member's consent, chooses to do so) the Provost shall refer the matter to the Grievance Board (composition given in the *Constitution*, Part VII, Article II, Section 8) for its recommendation prior to the decision. If the Provost is named as a respondent in the petition, the Provost shall submit the petition directly to the Grievance Board. If the Grievance Board determines that the Provost is correctly named as a respondent, the Provost shall be recused from a decision-making capacity in the grievance process. **In instances in which the faculty member chooses not to meet with the department chair and/or dean, he/she has forty-five days after receipt of notification from the Provost of nonreappointment, denial of tenure, denial of promotion, or other grievable action to file the grievance petition.** The petition shall not exceed ten pages in length, excluding supporting documents, which may be submitted as an appendix to the petition." [See Appendix H for a flow chart.]

Rationale: The timeline becomes much shorter if the faculty member chooses not to meet with the department chair and the dean. If a faculty member chooses to meet with the dean, he/she has 90 days to meet with the department chair, a maximum of 30 days thereafter to meet with the dean, and 15 days thereafter to file the petition (a total of 135 days). If faculty members choose not to meet with the chair and the dean, they also lose 120 days to prepare a petition, meet with the ombudsman and/or a grievance counselor, arrange for witnesses, etc.

Editorial changes: change "matter" to "petition;" add "By the Provost" to notification; add the word "grievance" before "petition."

Allow for a grievance which is not reappointment, tenure or promotion.

Add appendix with flow chart.

MINUTES
FACULTY SENATE MEETING
OCTOBER 12, 2004

1. Call to Order: President Webb M. Smathers, Jr., called the meeting to order at 2:36 p.m. and then welcomed and recognized guests.
2. Approval of Minutes: The Faculty Senate Minutes of September 14, 2004 were approved as written, as were the Academic Convocation Minutes of August 17, 2004.
3. "Free Speech" Period: Jens Holley, Unit Head of Resource Sharing, Clemson University Libraries, spoke as the Fant Scholar, designated as such to bring a Phi Beta Kappa chapter to our campus (Attachment A).
4. Committee Reports:
 - a. Senate Committees
 - 1) Policy Committee: Chair Fran McGuire submitted and briefly described the Committee Report dated September, 2004 (Attachment B). He thanked Holley Ulbrich for her service as Faculty Manual Editorial Consultant and stated that proposed *Faculty Manual* changes will be submitted under New Business. Next meeting October 19th at 3:00 p.m.
 - 2) Welfare Committee: Senator Syd Cross for Chair Donna Winchell submitted and explained the Committee Report dated September 15, 2004 to the Senate (Attachment C).
 - 3) Scholastic Policies Committee: Chair Peter Kiessler submitted and explained the Report (Attachment D) and stated that he will submit an item under New Business. Next meeting is on October 19th.
 - 4) Research Committee: Chair Sean Williams submitted the Committee Report dated October 12, 2004 and explained items contained within (Attachment E).
 - 5) Finance Committee: Chair Beth Kunkel submitted and explained the Finance Committee Report dated October, 2004 (Attachment F). The Committee is waiting for responses from two deans on how summer school is financed. Discussion was held on the work-in-progress item, removing/reducing graduate student tuition waivers.

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b. University Commissions and Committees Reports

1) Budget Accountability Committee – Chair Brenda Vander Mey submitted the Committee's Draft Minutes dated October 5, 2004 (Attachment G).

2) Student Senate – Chris Kennedy, Vice Chair of the Academic Affairs Committee of the Student Senate, stated that the Committee is working on: plus/minus grading (he asked that Faculty Senate ask students to participate in the survey), academic integrity looking at an honor code, advising, and the undergraduate research initiative.

5. President's Report: President Smathers reported:

a. that faculty have not been submitting nominations for Honorary Degrees. President Smathers encouraged senators to encourage their colleagues to submit nominations.

b. on issues regarding Clemson University land holdings. The Urban Land Development group is coming to campus next week (9:00 a.m., Madren Center, Friday, October 22nd) to look at our holdings and make recommendations for use. Faculty are encouraged to get involved in this issues.

c. that the Advisory Committee will meet today after this meeting to submit names for consideration for serving on the search and screening committee for an associate vice president position in research.

d. that he has found that lab fees are used to purchase materials needed in the class when lab does not have a specified meeting time. Nothing unusual found yet, but still looking into how lab fees assessed and used.

e. that in addition to faculty evaluations and the undergraduate research initiative, he would like ideas for the Faculty Senate Spring Forum.

f. the Faculty Senate will be more involved in New Faculty Orientations.

g. that religious and political commentary at the end of University electronic mail messages can be offensive and wasteful. A formal notice from the Administration will be shared with all employees in the near future.

h. that the Faculty Senate is working on plans for dinner with the Board of Trustees. More information is forthcoming.

6. Old Business: None

7. New Business:

a. Senator McGuire briefly explained and submitted for approval the proposed *Faculty Manual* change, Change in 90-Day Period. Vote was taken and passed unanimously with required two-thirds vote (Attachment H).

b. Senator McGuire briefly explained and submitted for approval the proposed *Faculty Manual* change, Opting Not to Meet. Vote was taken and passed unanimously with required two-thirds vote (Attachment I).

c. Senator McGuire briefly explained and submitted for clarification approval the proposed Grievance II Flow Chart to be inserted into the *Faculty Manual* as Appendix I. Vote was taken and passed unanimously with required two-thirds vote

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(Attachment J). President Smathers stated that the *Faculty Manual* needs to make clear that the grievance process cannot start until a final decision is received from the Provost. A disclaimer question was asked and was referred to the Policy Committee to address.

d. Senator McGuire briefly explained, submitted for approval, and suggested that the proposed *Faculty Manual* change, Policy on Summer Salary, be forwarded to the Organization of Academic Department Chairs. Following discussion, a Sense of the Senate was unanimously received to postpone this issue until the November Faculty Senate meeting and to, in the meantime, share with the Academic Department Chairs Organization (Attachment K).

e. Senator Keissler presented a draft survey on plus/minus grading to send to all faculty who participated in the trial period. Suggestions were made to amend the draft survey. Further suggestions are to be forwarded to Senate Keissler this week (Attachment L).

8. Announcements:

a. Nominations for the Class of '39 Award for Excellence are due to the Faculty Senate Office no later than October 19, 2004. President Smathers encouraged senators to submit nominations.

b. Senator Glenn Birrenkott asked about the possibility of setting up a Blackboard tool for communications among the senators. Senator Eleanor Hare will pursue this possibility.

c. Senator Hare encouraged everyone to stop by to see the Faculty Display in the Connector between the Martin Inn and the Madren Center.

9. Adjournment The meeting was adjourned by President Smathers at 4:45 p.m.

Eleanor Hare, Secretary

Cathy Toth Sturkie, Program Assistant

Absent: Nancy Walker, G., Zehnder (D. Layne for), T. Straka (C. White for), C. Pury (R. Campbell for), T. Churan (B. Vander Mey for), D. Detrich, D. Winchell, S. Bhaduri, Makram (Figliola for), J. Meriwether

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OPEN FORUM ADDRESS TO THE FACULTY SENATE
RE: PHI BETA KAPPA

Good afternoon. My name is Jens Holley, and I am the Fant Scholar, designated as such with the purpose of bringing a Phi Beta Kappa chapter to campus. I understand that there have been some questions about the application process, and it has been a while since I last updated you on where we are in the process, so I thought I would take this opportunity to bring you up to date.

Phi Beta Kappa is the oldest and most prestigious honor society in the United States. It was founded at the College of William and Mary in 1776 and its purpose is to "honor academic excellence in the liberal arts and sciences." While President Barker was still the Dean of Architecture, he was instrumental in helping George and Helen Fant establish the Fant Endowment, which is to be used to help establish a Phi Beta Kappa Chapter on campus. When he became the President of Clemson University, President Barker included bringing said chapter to campus as part of his 2010 goals. I was appointed Fant Scholar in 1998, and have been working hard since then to do so.

The basic criteria for establishing a Phi Beta Kappa chapter is having 10% of the teaching faculty of the "College of Arts and Sciences" be Phi Beta Kappa keyholders and to petition the national society for a chapter. The application process is a three year process, and we were unable to meet the basic criteria of 10% in 2000, which was the start of that application cycle. However, the cycle started again in 2003, and in the fall of 2003, we had the requisite 10%, with 431 full-time teaching faculty in the "College of Arts and Sciences," and 45 full-time teaching faculty in the "College of Arts and Sciences" were keyholders. So we put in an application.

Note the phrase, "College of Arts and Sciences." Clemson, of course, does not have a "College of Arts and Sciences," so I created a virtual one out of the departments that would constitute such a College if we had one. In creating this virtual college, I used the North Carolina State University application of 1991 as a guide, along with the listings available from the national society as to what counts for the liberal arts and sciences when computing undergraduate hours in the liberal arts and sciences. It was not made out of thin air, but rather created by following established guidelines methodically and carefully. The virtual college as it is currently constituted at Clemson consists of 17 departments drawn from 4 colleges. The departments are: Biological Sciences, Genetics and Biochemistry, Horticulture, Communication Studies, English, History and Geography, Languages, Philosophy and Religion, Economics, Management, Political Science, Psychology, Sociology, Chemistry, Computer Science, Mathematical Sciences, and Physics.

Having passed the first hurdle of the initial application, we were asked this fall to do a general report that expanded upon the initial application. The initial application ran to 94 pages, while the general report ran to over 190. It includes all sorts of statistics, statements of philosophy drawn from public sources such as the *Faculty Manual* and the

Undergraduate Announcements, and descriptions of many of Clemson's programs. We reran the figures to be sure that we still qualified, and arrived at the figure of 429 full-time teaching faculty in the "College of Arts and Sciences," with 44 of them being Phi Beta Kappa, so we still qualified. I drew most of the material from already published sources and involved Institutional Research quite heavily in the statistical side of things. The report gives a thorough and detailed look at Clemson upon which the Phi Beta Kappa Committee on Qualifications will base its judgment.

Unless we totally bombed the General Report (a situation which neither the committee helping with the application nor I anticipate), we will be getting a site visit from a subcommittee of the Phi Beta Kappa Committee on Qualifications sometime in the spring of 2005. The visiting team will look at things like the resumes of the Phi Beta Kappa faculty and examples of honors theses. If we are our usual charming selves during the site visit (such as we were for the SACS visit), we should get a positive vote from the Committee on Qualifications. Should that be the case, we will then go to the floor of the Phi Beta Kappa Senate for a vote by the full membership in attendance. If we get a positive vote at that point (which should be in the fall of 2005), then we will be invited to establish a chapter of Phi Beta Kappa at Clemson. In a nutshell, we've cleared the first two hurdles, but still have two to go.

I'd be glad to answer any questions about either the process or our definitions at this point.

Thank you for your time.

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Policy Committee Report – September

Convened at 3:00

Committee members in attendance: M. Smotherman, B. Simmons, F. McGuire; Other in attendance: E. Hare, C. Lee, P. Smart W. Smathers, C. Sturkie, H. Ulbrich

Actions taken:

Addressed changes in the Grievance Procedures for individuals opting not to meet with the chair/dean. We will have a report under new business.

Discussed a change in the 90-day period for meeting with the department chair to discuss a grievance. We recommend this be divided into 60 days to request the meeting and then 30 days for the meeting to occur. We will make this a motion under new business.

Distributed and discussed a flow chart illustrating the timing of grievance procedure activities. The chart will be distributed under new business and considered for inclusion as an appendix in the faculty manual.

Discussed the faculty manual policy on summer salary : "Compensation for summer school teaching is computed on the basis of 3.25% of the faculty member's base salary per credit hour" (FM VIII-H). We will propose a Faculty Manual change under new business.

Discussed posting departmental by-laws and PTR policies on the web. Pat Smart will determine whether the most up-to-date versions are available for posting. We will continue our work on faculty access to written evaluation materials.

Adjourned at 4:40

The next meeting is at 3:00 on October 19th.

Minutes of the Welfare Committee
September 15, 2004

In attendance: T. Straka, S. Cross, G. Zehnder, M. Martin, D. Winchell
Absent: Rachel Mayo

The Committee is at work on a report on faculty benefits. This meeting was primarily an organizational meeting to determine what questions we are trying to answer and how best to approach answering them.

1. We can draw most of the factual monetary figures from the documents we now have. We do need to look more closely at how our optional retirement benefits compare with other schools'.
2. The term "benefits" covers more than dollar figures. We tried to list the benefits that Clemson faculty enjoy (the list was short, we found) and then some of the benefits we would like to see our faculty have (such as special rates at Fike, child care, a few 24-hour parking spaces near campus buildings). Realistically, some changes could come through efforts here on campus while others are state issues that could be addressed primarily through lobbying.
3. One question we arrived at was exactly what information new faculty are given. We have a copy of the current handout on benefits from Human Resources, but we discussed changes that we feel might be made to make it a more complete source of information on overall benefits. We would like to see cut from it those items that tell new faculty how they can benefit Clemson financially, such as by giving to IPTAY. Some of the "selling points" for Clemson are its location, its liberal consulting policy, its willingness to accommodate spousal hires. We came to the conclusion that Clemson could do a better job of selling itself to prospective faculty.
4. Our discussion led to a to-do list:
 - Find out exactly what information about benefits new faculty are given.
 - Encourage Human Resources to revise its benefits handout.
 - Find out what reasons faculty give for turning down jobs at Clemson.
 - Get from the Women's Commission information that has already been compiled about the interest in child care.
 - Look at what statistical information about benefits is available through the Chronicle of Higher Education.
 - Consider a questionnaire to be distributed to the full Senate about what benefits the Senators would most like to see added.

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Scholastic Policy Committee Report Members

Peter Kiessler, Chair
Charlie Gooding, Co-Chair
Alma Bennett Denny Smith
Gary Lickfield Nancy Walker

The committee met September 21 at 2:30 in the Library. Our special guest was Stan Smith from the Registrar's Office. The topics on the agenda were the incomplete grade and plus/minus grading.

1. The incomplete grade

The committee was considering changing the manner in which an incomplete or I grade was calculated into the GPA. One the committee's main concerns was the effect the current policy had on students receiving financial aid. After listening to Stan, the committee decided that no change was necessary. The reasons for our decision were that there were several avenues a student can pursue to keep their financial aid. Students can:

- (a) complete the material prior to the deadline.
- (b) receive aid retroactively.
- (c) recieve a deferment.

Several recommendations were made by the committee and Stan to improve both faculty and student awareness concerning the I grade. These included:

- (a) Fixing the Announcements. The present version of the announcements does not explain how the I grade is calculated into the GPA.
- (b) The letter faculty receive from the registrar each semester about grading will contain information about the I grade.

2. Plus/Minus Grading

Plus/minus grading will be covered in new business.

3. Next meeting

Our next meeting is Tuesday Oct 19 at 2:30 in the Library.

Faculty Senate

October 12, 2004

Research Committee Report

Submitted by Sean Williams

The committee didn't actually meet this month due to a variety of traveling and scheduling issues, but we did still make progress on the agenda outlined previously. More work remains, of course.

Accomplishments

What is the impact of the undergraduate research group proposal on research?

- ✓ In response to our prior report (and other things) the provost hosted a dinner for the faculty senate to discuss the undergraduate research groups proposal.
- ✓ We participated in the initial meetings of the task force charged with implementing the undergraduate research groups and are happy to say that "RESEARCH" has been expanded to "discovery" or "inquiry" or something that can involve all disciplines. Lots of implementation questions remain, of course.

What does research look like at Top 20 schools?

- ✓ The committee acquired a copy of a report prepared by CAAH on the role of humanities in top 20 schools. The report addresses issues such as faculty size and research specialization as compared to Clemson's equivalent departments. The report also looks at mission statements as an indication of the institutions' commitments to research across disciplines.

What will be the impact of removing or reducing graduate student tuition waivers?

- ✓ The committee acquired a copy of the Administrative Council's DRAFT proposal for revising the graduate student tuition waiver policy, and specifically added input about expanding the definition of "instructional" to represent the range of teaching activities that occur on campus.

New (and continuing) Action Items

Review the report on the role of humanities in the Top 20

- We need to determine how or if we should do anything with the information in the report: should we or should we not summarize it and circulate it, revise it, redo it, or simply ignore it or something else?

Begin research for our broader "benchmark study" of top 20 schools

- We will develop a coherent set of research questions to examine the research programs at the top 20 schools in order to get at the idea of research across the disciplines, then we'll divide the schools so that each of us can research a few and then help draft our report.
- Locate any other such past reports, including the one prepared by the provost for the Board of Trustees.

Increase Awareness of research across the disciplines at Clemson

- Should we invite Chris Przirembel to speak to the committee and then the whole senate on research initiatives and priorities not in the newspapers?
- How can we increase the awareness of research across the disciplines through special activities or programs?

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Finance Committee
October, 2004

1. We are waiting on information from the Deans about how summer salaries for chairs are determined. Information has been received from 2 Deans at this point.
2. Catherine Watt of OIR will work with us on conducting the total compensation survey to focus on summer salaries (excluding grants), overload pay, and special pay. She will also examine issues related to the Foundation to determine if some people have "special" access to those funds that others may not have. The report will be ready for the March Senate meeting.
3. We will have a final version of our report on centers and institutes for the November Senate meeting.
4. Our next meeting will be Nov. 8 at 1:45.

Budget Accountability Committee
Meeting of October 5, 2004
Brackett 110, Clemson University
10:00 a.m.–12:25 p.m.

DRAFT

Present: Ron Addis, Brett Dalton, Rosa Grayden, Robbie Nicholson, Lawrence Nichols, Jessica Swink, Catherine Watt, Curtis White, Elizabeth Whitfield, Brenda Vander Mey (Chair)

I. Presentation and Discussion of Request re Salary Studies (see attached; list compiled by Catherine Watt)

Some reports are not optional. Others have been arranged in terms of priority. It was decided that a new column will appear in the \$50,000 and over list to provide brief explanations for salary increases that seem large or unusual. The Cooperative Salary Study will be deferred so that other reports can be completed.

II. Discussion of Philosophy of Compensation

It was decided that Brenda Vander Mey should distribute the draft to committee members for editing and input. She did this on October 5, with the request that all comments/revisions be returned by October 29, 2004. At this time, this is a non-circulating draft. A revised version is to be presented at the November BAC meeting.

III. Other Discussion Items

There persists the need to be able to make a distinction between some teaching/non-teaching personnel (i.e., a

mechanism is needed to get some classified personnel out of the "Lecturer" category).

It is hoped that any new Road Maps will include salary increases for staff. This can be somewhat of a problem in terms of allocations when staff are working in units that support the overall operation of the university, but are not units that receive any tuition money.

There is a need to contextualize some reports (e.g., active retirees, graduate student pay).

Due to continued problems with EPMS, perhaps some supervisors need additional training. It also has been reported that some staff are not being evaluated.

Concerns were raised about the culture of the workplace for custodians. This discussion was referred to Lawrence Nichols.

The Committee agreed that it would be appropriate to request Chairs to voluntarily provide any recent salary studies conducted by the professional societies of the disciplines represented in their departments/programs. Brenda Vander Mey will collect these and create repository so that this additional information also is on hand when discussing salary issues. Vander Mey sent a letter to the Chair of The Organization of Department and Academic Chairs, as per the request of the BAC.

IV. Actions Taken

- Voted to defer the Cooperative Salary Study;
- Voted to try to have the Philosophy of Compensation document completed and in the hands of next level of readers very soon;
- Voted to conduct a Compensation Patterns Study;

- Originally requested by the Salary Loose Group in January 2000; was requested by several parties last year (got deferred)
- Agreed to further discuss the proposed Total Compensation Study request with the Finance Committee of Faculty Senate;
- Placed the Performance Raise Study requested by Classified Staff and President's Commission on the Status of Black Faculty & Staff at high priority;
- Placed as high priority the request by Classified Staff to model at what level 3% increases are taken up by increases in health insurance.

Meetings will be held on the second Tuesday of each month.

Submitted,

Brenda J. Vander Mey, Chair

Attachment (1)

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Salary Study Requests Surveys

Fall 2004

G4

Note: These are requests that have come in to IR over the past few months. This list will be presented to Budget Accountability for further discussion and prioritization.

Requested Information	Details	IR Comments	Priority	Committee Results
\$50,000 and over list	may be able to separate out certain categories that "raise flags"	annual report, Dec. 2004	not optional	draft due at Nov. meeting
\$30,000 - 50,000 list	no changes needed	annual report, Dec. 2004	not optional	draft due at Nov. meeting
Cooperative Salary Study	no changes needed	annual report, Dec. 2004	we would like to defer	DEFERRED
Philosophy of Compensation white paper	(not home in IR) in works with BAC last year; looking for completion soon	should be completed Fall 2004	high	DRAFT PASSED TO MEMBERS
Compensation patterns report	requested last year as well; problem does not appear to be pervasive; concerns focus on legal liability	could be completed March 2005	high	Methodology due at Nov. meeting
Total Comp Univ. & Foundation	new request by Faculty-Senate	will meet with them to discuss perhaps narrowing focus	high	Methodology due to Beth at end of Oct. -- will focus on summer school, overloads, supplements, and foundation
Performance raise study (3 years)	requested by Classified staff Sentate & Black Faculty & Staff	Anticipate completion February 2005	high	
Raise vs health insurance increases	Classified Staff Sentate request to model at what level 3% increase taken up by increase in health insurance	unsure, new analysis	high	Methodology underway; will collaborate with HR
Active Retirees report	requested by Faculty Senate for report twice a year	due January 2005	low	Run through HR; present in January for 2004
Graduate Assistantships	average pay by dept. by type; requested by Bruce Rafert	could be completed by December 2004	high	
CUPA surveys	3 surveys -- admin / mid-level / faculty	due end of Nov. 2004	admin & mid level not optional	
AAUP survey	faculty with benefits	due end of Nov. 2004	not optional	
IPEDS salaries & benefits	faculty with benefits	due Spring 2005	not optional	
Oklahoma Faculty Salary survey	Salaries by discipline, by rank with national comparisons	due Dec. 2004	not optional	

Proposed Faculty Manual Change— V. D. 3 a-c.
Holley Ulbrich, Faculty Manual Editorial Consultant

Current wording:

- a. A faculty member with a grievance shall first meet with the department chair for an informal discussion of the matter. This discussion must take place within ninety days of the matter's occurrence. Both shall meet in good faith and shall make every attempt to resolve the matter in an equitable and professional manner.
- b. If the matter cannot be resolved at the level of the academic department, the faculty members shall meet with the dean for an informal discussion. The faculty member must request this interview within fifteen days of the discussion of the matter with the department chair. The dean shall arrange for a meeting with the faculty member within fifteen days upon receiving the request. Again, the resolution of the matter in an equitable and professional manner shall be the primary goal of those involved.
- c. In the case of non-reappointment or denial of tenure or denial of promotion, the requirements to meet with the department chair and the dean can be waived.

Proposed wording:

- a. A faculty member with a grievance shall first meet with the department chair for an informal discussion of the matter. **The meeting must be requested within sixty days of the matter's occurrence and the meeting must be held within thirty days of the request.** Both shall meet in good faith and shall make every attempt to resolve the matter in an equitable and professional manner.
- b. If the matter cannot be resolved at the level of the academic department, the faculty members shall meet with the dean for an informal discussion. The faculty member must request this interview within fifteen days of the discussion of the matter with the department chair. The dean shall arrange for a meeting with the faculty member within fifteen days upon receiving the request. Again, the resolution of the matter in an equitable and professional manner shall be the primary goal of those involved. In the case of non-reappointment or denial of tenure or denial of promotion, the requirements to meet with the department chair and the dean can be waived.

Rationale: the time frame of 90 days covers two events, requesting a meeting and holding it. In order to be fair to both the faculty member and the chair, the 90 days is partitioned into 60 days and 30 days to provide each party enough time to prepare.

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**Proposed Faculty Manual Change— V. D. 3. d.
Holley Ulbrich, Faculty Manual Editorial Consultant**

Current wording:

"If the matter cannot be resolved at the collegiate level, the faculty member has two options: a) he/she may request that the Provost review the matter and render a decision regarding it: and b) if the faculty member so requests (or if the Provost, with the faculty member's consent, chooses to do so) the Provost shall refer the matter to the Grievance Board (composition given in the *Constitution*, Part VII, Article II, Section 8) for its recommendation prior to the decision. If the Provost is named as a respondent in the petition, the Provost shall submit the petition directly to the Grievance Board. If the Grievance Board determines that the Provost is correctly named as a respondent, the Provost shall be recused from a decision-making capacity in the grievance process. This petition must be in writing and must be received by the Provost within fifteen days of the faculty member's meeting with the dean regarding the matter, or within fifteen days of receipt of notification of non-reappointment, denial of tenure, or denial of promotion. The petition shall not exceed ten pages in length, excluding supporting documents, which may be submitted as an appendix to the petition."

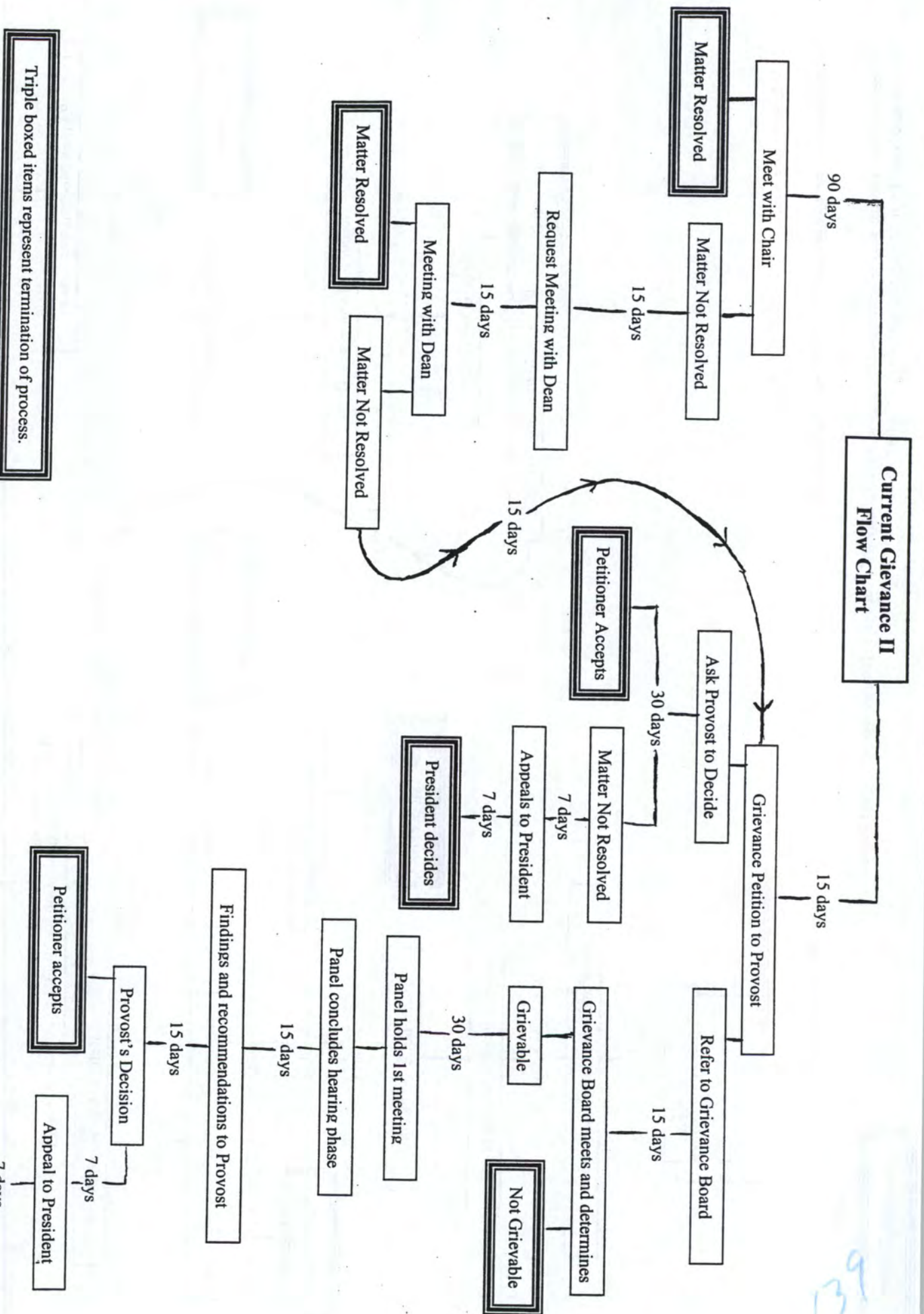
Proposed wording:

If the matter cannot be resolved at the collegiate level, the faculty member **may file a grievance petition, incorporating the form in Appendix B.** The petition shall not exceed ten pages in length, excluding supporting documents, which may be submitted as an appendix to the petition. This petition must be received by the Provost within fifteen days of the faculty member's meeting with the dean regarding the matter. **In instances in which the faculty member chooses not to meet with the department chair and/or collegiate dean, he/she has forty-five days after receipt of notification from the Provost of nonreappointment, denial of tenure, or denial of promotion to file the grievance petition [See Appendix I for a flow chart.]**

The faculty member has two options: a) he/she may request that the Provost review the **petition** and render a decision regarding it: or b) if the faculty member so requests (or if the Provost, with the faculty member's consent, chooses to do so) the Provost shall refer the matter **within 15 days** to the Grievance Board (composition given in the *Constitution*, Part VII, Article II, Section 8) for its recommendation prior to the decision. If the Provost is named as a respondent in the petition, the Provost shall submit the petition directly to the Grievance Board. If the Grievance Board determines that the Provost is correctly named as a respondent, the Provost shall be recused from a decision-making capacity in the grievance process.

Rationale: The timeline becomes much shorter if the faculty member chooses not to meet with the department chair and the dean. If a faculty member chooses to meet with the dean, he/she has 90 days to meet with the department chair, a maximum of 30 days thereafter to meet with the dean, and 15 days thereafter to file the petition (a total of 135 days). If faculty members choose not to meet with the chair and the dean, they also lose 120 days to prepare a petition, meet with the ombudsman and/or a grievance counselor, arrange for witnesses, etc.

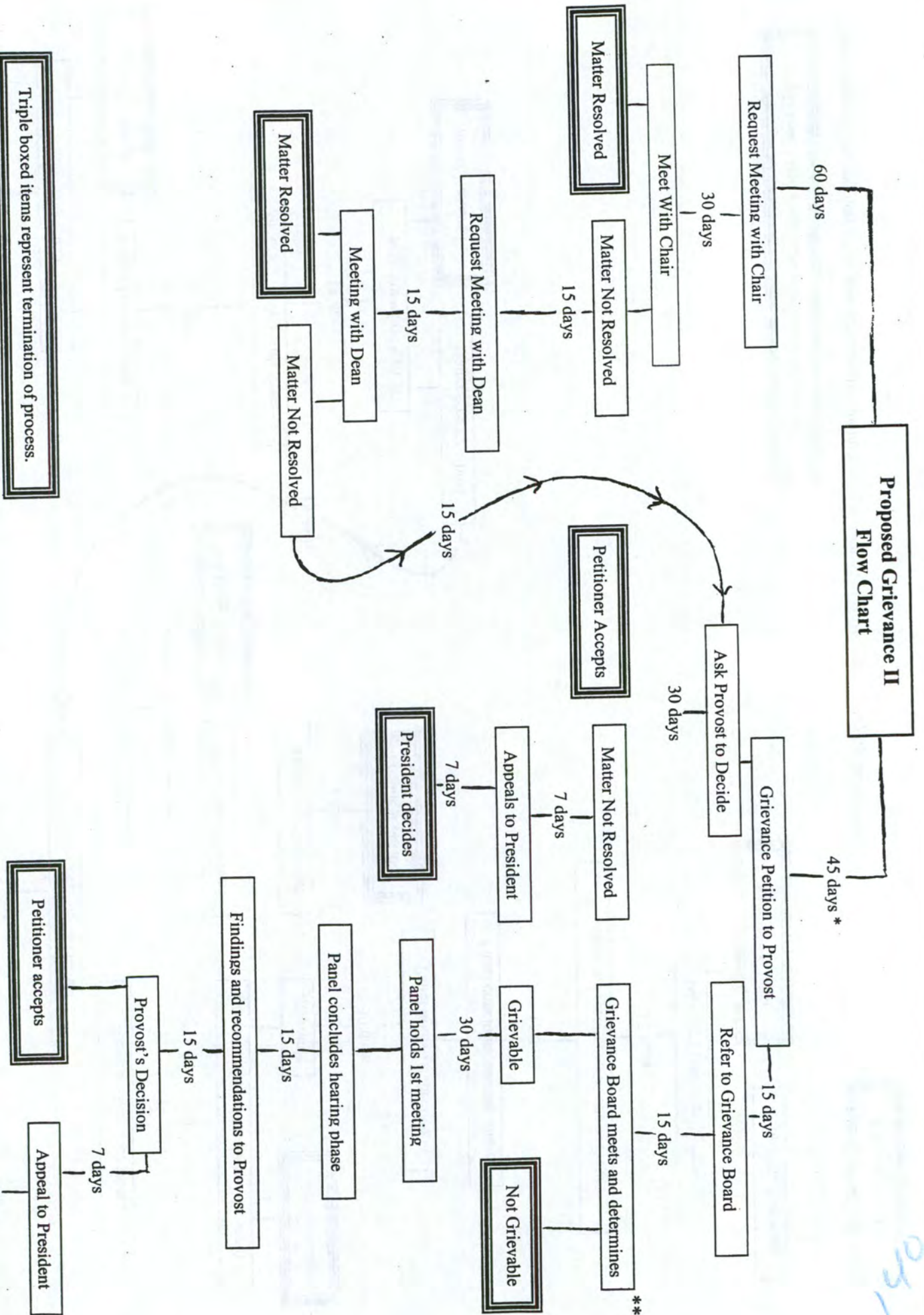
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Triple boxed items represent termination of process.

*The Grievance process may be continued during the summer only if deemed of sufficient urgency by the Provost.

Proposed Grievance II Flow Chart



Triple boxed items represent termination of process.

**The Grievance process may be continued during the summer only if deemed of sufficient urgency by the Provost.
*Can be used only for nonreappointment, tenure or promotion.

**Proposed Faculty Manual Change-- V. H
Holley Ulbrich, Faculty Manual Editorial Consultant**

Current wording:

Compensation for summer school teaching is computed on the basis of 3.25% of the faculty member's base salary per credit hour.

Proposed wording:

Compensation for summer school teaching is computed on the basis of 3.25% of the faculty member's base salary per credit hour. **For a course in which the number of registered students is inadequate to support full payment, a faculty member may be offered the option either not to teach the course or to receive a reduced salary based on tuition income generated. Deviations from this policy must be approved by the Departmental Advisory Committee or the departmental faculty as a whole and shall be distributed in writing to all departmental faculty.**

Rationale:

Currently some departments follow this policy, often with considerable frustration, while others ignore the policy entirely. This proposed policy sets two default procedures while allowing flexibility for special circumstances and clarity/transparency for faculty members who want to know what the policy is.

All faculty or teaching faculty?

The Faculty Senate is conducting a survey of all teaching faculty on plus/minus grading. The survey will be used by the Faculty Senate as a basis of a recommendation on whether or not to implement the plus/minus grading policy.

The results of a pilot program from Fall 2002 through Spring 2004 have been analyzed. Highlights from the full report include:

- The validity of results of the plus/minus trial—whether the observed outcomes reflect what would happen if plus/minus grading was “for real”—is uncertain. Both professors and students knew that plus/minus grading is on trial, that the plusses and minuses did not really count. Whether they would behave differently if plus/minus grading was the actual standard for computing GPR's is a question this report does not address.
- 256,781 grades were given during the trial period.
- During each of the four regular semesters of the plus/minus grading trial, more than three quarters of the instructors reporting grades gave at least one signed grade in at least one course. Participation by instructors in the trial was consistently strong.
- The distributions of grades were similar for the six grading periods.
- students' GPR's computed with plus/minus grades tend to be lower than when computed with the signs stripped.
- one can expect that greater than 81% of students would have a lower cumulative GPR with plus/minus grading.
- 200-300 additional students per semester may lose financial aid with plus/minus grading.
- 81% of the students who would have a perfect 4.0 GPR with unsigned grades would lose it with signed grades.
- plus/minus grading appears to hurt many more students than it helps.

The full report from which these summary items were extracted can be reviewed at xxx web site.

Please complete the brief survey of 6 general topics, which will provide useful information to the Faculty Senate in assisting in the development of a recommendation. The survey needs to be completed not later than and can be found at xxx.

If you have questions about the survey, please contact El Nault (Nault@clermson.edu, or 656-0868)

Thank you for your timely feedback on this very important academic issue.

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Summary and Conclusion

In the first semester of the plus/minus grading trial, slightly less than half of the grades at each level A, B, C, D were plus or minus grades. 82% of all teachers who reported grades gave a least one plus or minus grade. There were more minus than plus grades, especially at the A level.

The impact of plus/minus grading on students' GPR's was assessed in two ways: (1) by comparing GPR+- to GPR with the signs stripped, and (2) by comparing the Fall 2002 grades with previous semesters.

In a relative sense, plus/minus grading hurts more students than it helps. When the fall semester GPR's calculated with plus/minus grades are compared to the GPR's when the pluses and minuses are stripped, 57% of students would lose with plus/minus grading, 21% would gain and 22% would see no change in GPR. The average difference in GPR is -0.0447 grade points.

Candidates for graduation and students on probation would experience only slight negative effects with plus/minus grading. Among the 9,237 students whose financial aid depends on GPR, 2.06 % would lose financial aid (cumulative GPR below 3.0) with plus/minus grading who would not with standard grading. Conversely, only 0.17% would gain (achieve a 3.0 cumulative GPR) with plus/minus grading who would not do so with standard grading. In summary, students' GPR's are lower with the plus/minus grades relative to when the plus/minus are stripped. But the impact on graduation rates, probation students and on retention of financial aid is very small.

However, in absolute terms, when the distribution of grades for Fall 2002 is compared to the two previous Fall semesters, the percentage of A and B grades is the highest while the percentage of C, D and F grades is the lowest in Fall 2002. Thus plus/minus grading contributes to (or does not curtail) grade inflation and in that absolute sense does not negatively impact GPR's.

It appears that high B and C grades were bumped up to A- and B- grades respectively. Thus, when comparing plus/minus GPR's to those with the signs stripped, it appears that plus/minus grading hurts students' GPR. But in absolute terms, looking at the percentage of A's, B's, etc. in Fall 2002, we see a higher percentage of A's and B's than ever.

Thus plus/minus grading did not hurt student's actual GPR's. But the majority of students, comparing their fall 2002 semester GPR+- to their actual GPR, will believe that they would fare worse with plus/minus grading.

Data analysis of Plus/Minus Grading

Final Report	Summary	Full Report
Fall 02	Summary	Full Report
Spring 03	Summary	Full Report
Summer 03	Summary	Full Report
Fall 03	Summary	Full Report
Spring 04	Summary	Full Report

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Summary

During each of the four regular semesters of the plus/minus grading trial, more than three quarters of the instructors reporting grades gave at least one signed grade in at least one course. Participation by instructors in the trial was consistently strong.

Of the 256,781 grades which affect GPR that were given during the two year trial, including Summer 2003, three-quarters were A or B level grades; 40% were A's. Plus/minus grading partitioned those grades more finely, dividing them into six categories, indicating greater discrimination in students' achievements.

The distributions of grades were similar for the six grading periods of the trial; overall, 58% of the grades were unsigned, 26% were minus grades and 16% were plus grades. A- grades far outnumbered A+ ones; there were more B-'s than B+'s; and, the proportions of pluses and minuses were about equal at the C and D levels. There was little difference in grade distributions by college or by year. For one credit hour courses the plus grades outnumbered the minuses, but for three and four credit hour courses, minus grades, especially A- ones, were more numerous.

Because minuses outnumbered pluses, and because an A+ grade counts the same as an A, students' GPR's computed with plus/minus grades will tend to be lower than when computed with the signs stripped. In fact comparing semester GPR's computed with and without signs, almost 60% of students would lose in GPR with plus/minus grading while only 20% would gain. The average difference is small, about -0.045 grade points.

For those students present during the entire trial period, the effect of plus/minus grading on their cumulative GPR's is that 81% would lose with plus/minus grading relative to when the signs are stripped while only 12% would gain. The average difference in cumulative GPR's computed with and without the signs is -0.045. Over a four year period, one can expect that an even higher percentage of students would lose in cumulative GPR with plus/minus grading.

Students with higher GPR's tend to be more negatively affected by plus/minus grading relative to regular grading than those with lower GPR. Thus for example, a slightly larger percentage of females lose with plus/minus grading than males.

Most of the candidates for graduation and most of the students with financial aid dependent on GPR would not be affected by plus/minus grading.

About 0.75% of candidates would not graduate with plus/minus grading who would with regular grading, while only 0.075 would be helped to graduate by plus/minus grading. This would amount to some 60 fewer graduates over the two year trial. In any semester, some 3% of students with financial aid dependent on a 3.0 GPR would lose it with plus/minus grading who would have kept it with unsigned grades. Only 0.25% would be helped by plus/minus grading relatively to regular grading. Thus some 200-300 additional students per semester would lose financial aid with plus/minus grading.

The effect of plus/minus grading on students with a 4.0 GPR is dramatic. Over the two year trial period, 81% of the students who would have a perfect 4.0 GPR with unsigned grades would lose it with signed grades.

When comparing students' GPR's calculated with signed grades to their GPR's computed with the signs removed, plus/minus grading appears to hurt many more students than it helps. However, when the distributions of actual (unsigned) grades for the semesters of the trial are compared with previous semesters, the percentage of A's is a record high, B's are about the same, while there are fewer C's, D's and F's. Plus/minus grading did not result in lower actual grades, and possibly boosted grades. The reason for this may be that students who would have gotten a high B under regular grading instead received an A- with the plus/minus trial. This raised the number of unsigned A's, but when the A- is compared to an A, it appears the students' GPR is hurt by plus/minus grading.

As noted in the initial report for Fall 2002, the validity of results of the plus/minus trial-whether the observed outcomes reflect what would happen if plus/minus grading was "for real"-is uncertain. Both professors and students knew that plus/minus grading is on trial, that the plusses and minuses didn't really count. Whether they would behave differently if plus/minus grading was the actual standard for computing GPR's is a question this report does not address.

Survey Introduction

The purpose of the survey is to help the Faculty Senate make a recommendation to the Provost on whether or not to adopt the plus/minus grading policy which was tried from the Fall semester of 2002 through the Spring of 2004. Data analyses of the trial was performed by Yang An, Fleming Gibson and Herman Senter. There are reports for each of the six semesters and a final report. Summaries of their analyses, as well as, the complete reports can be found at

Survey of Plus/Minus Grading

I General Information

1. Were you a faculty member at Clemson University during the period beginning in the Fall semester of 2002 and ending in the Spring of 2004?
 - (a) Yes
 - (b) No (if your answer is no, please submit your survey now.)
2. ~~Your~~ current rank at the university
 - (a) Professor.
 - (b) Associate Professor.
 - (c) Assistant Professor.
 - (d) Instructor.
3. To which college do you belong
 - (a) College of Agriculture, Forestry and Life Sciences.
 - (b) College of Architecture, Arts and Humanities.
 - (c) College of Health, Education and Human Development.
 - (d) College of Engineering and Science.
 - (e) College of Business and Behavioral Science.
3. Your average undergraduate class size is between
 - (a) 1-19 students.
 - (b) 20-49 students.
 - (c) 50 -80 students.
 - (d) more than 80 students.

II Participation

1. The percent of grades ~~that~~ you assigned to undergraduate students during the trial period which were plus/minus grades was
 - (a) 0.
 - (b) more than 0 but less than 5%.
 - (c) between 5% and 20%.
 - (d) more than 20%.
2. You assigned at least one plus grade or at least one minus grade in
 - (a) none of your undergraduate classes.
 - (b) some of your undergraduate classes.
 - (c) all of your undergraduate classes.

III Workload

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1. Compared to undergraduate courses in which you did not assign plus or minus grades, the time you spent preparing and grading undergraduate courses in which you assigned plus grades and minus grades was
 - (a) more when assigning plus and minus grades.
 - (b) about the same in both scenarios.
 - (c) less when assigning plus and minus grades.
2. Compared to undergraduate courses in which you did not assign plus or minus grades, did you find the number of students reporting to you dissatisfaction with their grade
 - (a) increased when you assigned plus and minus grades.
 - (b) stayed about the same.
 - (c) was less when assigning plus and minus grades.
3. If the plus/minus policy is adopted do you think the number of students reporting to you dissatisfaction with their grade will
 - (a) increase.
 - (b) stay about the same.
 - (c) decrease.

IV Grade Inflation

1. Do you feel that using plus/minus grading in your class will
 - (a) increase student GPA.
 - (b) have no effect on student GPA.
 - (c) decreased student GPA.

V Course Enrichment

1. Do you feel plus/minus grading will encourage students to
 - (a) work more.
 - (b) work about the same.
 - (c) work less.
2. Did you feel that using plus/minus grading
 - (a) helped you accurately evaluate student performance.
 - (b) had no effect on your ability to evaluate student performance.
 - (c) hindered your ability to evaluate student performance.
3. Do you believe that adopting the plus/minus grading policy will
 - (a) enhance your ability to accurately evaluate student performance
 - (b) have no effect on your ability to accurately evaluate student performance.
 - (c) hindered your ability to accurately evaluate student performance.

VI Overall Impressions

1. Do you

- (a) strongly agree that the university should adopt the plus/minus grading policy.
- (b) agree that the university should adopt the plus/minus grading policy.
- (c) are ambivalent on the issue.
- (d) disagree that the university should adopt the plus/minus grading policy.
- (e) strongly disagree that the university should adopt the plus/minus grading policy.

2. We want your candid thoughts on plus/minus grading.

- (a) Positive
- (b) Negative

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MINUTES
FACULTY SENATE MEETING
NOVEMBER 9, 2004

1. Call to Order: President Webb M. Smathers, Jr., called the meeting to order at 2:35 p.m. and then welcomed and recognized guests. President Smathers announced that Curtis White is replacing Senator Nancy Walker as a full senator from the College of Agriculture, Forestry and Life Sciences. President Smathers then congratulated Francis A. McGuire upon his selection as the 2004 Governor's Professor of the Year.

2. Appointment of Senator to Count Ballots and Election of 2004 Class of '39 Award for Excellence Recipient – President Smathers appointed Senate Alternate Les Dayne to assist the Provost's designee, George Carter, to count the ballots for the selection of the Class of '39 Award recipient. The election was held by secret ballot.

3. Approval of Minutes: The Faculty Senate Minutes of October 12, 2004 were approved as written.

4. "Free Speech" Period: Altheia Richardson provided a presentation of the summary of the Student Campus Climate Survey (Attachment A). Questions and answers were then exchanged.

5. Special Orders of the Day: Geary Robinson, Director of Parking Services, shared his parking philosophy with the Senate. He and Mary Poore, Associate Vice President for Municipal Services, then provided additional information and responded to questions from the Senate (Attachments B and C).

6. Committee Reports:

a. Senate Committees

1) Policy Committee: Chair Fran McGuire submitted and briefly described the Committee Report dated October 19, 2004 (Attachment D). The next meeting will be on November 16th at 3:00 p.m. Everyone is invited to attend.

2) Welfare Committee: Chair Donna Winchell submitted to the Senate and explained the Committee Report dated October 26, 2004 (Attachment E). It was announced that Debbie Jackson will coordinate the New Faculty Orientation starting next fall.

3) Scholastic Policies Committee: Chair Peter Kiessler stated that the plus/minus survey has now been distributed. The final report regarding plus/minus grading should be forthcoming at the December Faculty Senate meeting. President

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Smathers asked for a proposal from the Scholastic Policies Committee including recommendations so the Faculty Senate vote plus/minus grading up or down.

4) Research Committee: Chair Sean Williams shared with the Senate the items contained within this Committee's Report dated November 9, 2004 (Attachment F).

5) Finance Committee: Chair Beth Kunkel submitted and explained the Finance Committee Report/Draft Report regarding promotion, tenure and reappointment from the centers and institutes dated November, 2004 (Attachment G).

b. University Commissions and Committees Reports

1) Budget Accountability Committee – Chair Brenda Vander Mey stated that a draft of the Philosophy of Compensation Report will be shared with the executive committees of the Faculty Senate, the Classified Staff Senate and the Extension Senate. The Final Report will, hopefully, be presented to the Administrative Council in February, 2005. The methodology of the salary study (patterns) has been received from the Office of Institutional Research. Herman Senter will run a parallel study. Catherine Watt (OIR) has been working on the Total Compensation Report and requests for any national salary data from department chairs regarding professional organizations have not been received. The Committee's question regarding when did the three (3%) percent raise get swallowed up in insurance has not yet been answered. The Committee's next meeting will be on December 3, 2004.

7. President's Report: President Smathers reported:

a. that Tiger Stripe card is now being accepted in many places downtown in addition to on campus. The use of it is tax free on campus and there are discounts if you use your card.

b. that there have been lots of questions regarding the Urban Land Institute recommendations on Clemson University land development. President Smathers has appointed a Faculty Senate Select Committee comprised of named professors and former Faculty Senate presidents to look objectively at these recommendations and advise the Faculty Senate on a proposed policy and implications of that proposal.

c. that the Board of Trustees dinner hosted by the Faculty Senate was enjoyable and well-received by everyone.

d. that he and Vice President Connie Lee met with the Provost yesterday. There is going to be one hundred plus hires within the next one and one-half years. There will be a tremendous cost of faculty time to interview candidates. There is a concern about heavy teaching loads to replace the teaching loads of those people leaving the University. The administration and the Provost are concerned. There may be a centralized process to bring people in at the same time. During the same time, the deans' positions will change. The department chairs will be the only stability during that time period. Provost Helms stated that a summit will be held in January to address these

issues. The Faculty Senate Policy and Welfare Committee would be a part of this. She further noted that there has been start-up money in the roadmap and the administration knew this day would come. There are plans that will be put into place and Clemson is not without resources to address these issues.

8. Old Business:

Senator McGuire briefly explained and submitted for approval a substitute proposed *Faculty Manual* change carried over from the October Faculty Senate meeting regarding the Summer Salary Policy. During discussion, Senator Richard Figliola offered a friendly amendment to change the percentage from 3.25% of the faculty members' base salaries to 4.16% in the proposed change. Vote to accept friendly amendment was taken and passed. Vote was then taken to accept entire amended proposed change and passed as amended with required two-thirds vote for a *Faculty Manual* change (Attachment H). The Provost will share this proposed change with the deans. Senator McGuire, Chair of the Policy Committee, requested that if the deans did not accept the 4.16% change that the Senate revert to the 3.25% proposed change.

9. New Business: None

10. Announcements:

a. The Celebration of the Great Class of '39 Award will be held on Monday, January 10, 2005 from 6-8:00 p.m. at the Madren Center. Invitations will be mailed soon. This is a very special event hosted by the Faculty Senate to honor the members of the Class of '39 who are very supportive of faculty.

b. The Bell Tower Ceremony honoring this year's recipient of the Class of '39 Award for Excellence will be held on Tuesday morning, January 11, 2005 at the Bell Tower in the Carillon Gardens.

c. The Centennial Professors caricature display is now mounted opposite the Clemson University Presidents caricature display at the Madren Center.

11. Adjournment The meeting was adjourned by President Smathers at 4:10 p.m.

Eleanor Hare, Secretary

Cathy Toth Sturkie, Program Assistant

Absent: G. Birrenkott (D. Layne for), T. Churan (R. Campbell for), Senator (B. Vander Mey for), Dennis Smith, M. Ellison (M. Smotherman for), Makram (Figliola for), G. Lickfield, J. Meriwether

Student Campus Climate Survey Report

Executive Summary

Administered by the Division of Student Affairs

Principal Investigator:

Altheia L. Richardson

Asst. Vice President for Student Affairs

& Exec. Director of the Gantt Intercultural Center

October 8, 2004

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The Student Campus Climate Survey is a continuation of a survey completed by Clemson University students biennially since 2000. It is administered at the end of the spring semester and explores students' views of diversity and inclusiveness on campus. The results of the survey will be shared with interested parties and may be used to implement services and programs geared towards the enhancement of diversity initiatives on campus.

Observations from Quantitative Data

The following are observations in relation to the comparison of the 2004 data with that of 2002:

- Both in 2002 and 2004, African-American students rated the following higher than white students:
 - "I have a strong sense of individual belonging on this campus."
 - "The University does a good job of educating students about the different cultures represented here."
 - "Faculty and staff appreciate cultural and ethnic differences."
 - "The campus has an acceptance of individuals, regardless of race/ethnic origin."
 - "The faculty do a good job of highlighting the contributions of people of color in various fields."
 - "The administration has demonstrated a commitment to diversity."
 - "Overall, I would rate the campus climate at Clemson University in regard to human relations as..."
- Both in 2002 and 2004, GLBT students rated the following higher than heterosexual students:
 - "The campus has an acceptance of individuals who are gay/lesbian/bisexual."
 - "The administration has demonstrated a commitment to diversity."
 - "Overall, I would rate the campus climate at Clemson University in regard to human relations as..."
- Both in 2002 and 2004, students who indicated "Christianity" as their religious preference gave the lowest rating on the question, "Overall, there is a campus atmosphere of religious acceptance."
- There was no statistically significant difference for gender in any of the items in 2002 or 2004 (not even the items dealing with sexual harassment and highlighting the contributions of women in the field).
- The Out-of-state students rated higher on about half the items

Implications

The most notable thing about the information compiled in the full report is how low the University was rated in all areas. Although there was a slight improvement in some of the items from 2002 to 2004, the average score for the majority of the items was somewhere between "disagree" and "unsure." None of the items had an average score of "agree" or "strongly agree." This data has implications for many areas of campus in the way students perceive the commitment to diversity, from their peers, from faculty and staff, as well as from administration. These results indicate that there is a great deal of room for improvement in the eyes of the students in the way we educate, celebrate and support diversity initiatives on campus.

Appendices

Mean Response Rates for 2002 & 2004

Legend: 1 Strongly Disagree, 3 Unsure, 5 Strongly Agree

	2002	2004
1. I have a strong sense of individual belonging on this campus.	2.20	2.21
2. The University does a good job of educating students about the different cultures represented here.	2.94*	2.64*
3. Faculty and staff appreciate cultural and ethnic differences.	2.43*	2.30*
4. Students appreciate cultural and ethnic differences.	2.82	2.81
5. The campus has an acceptance of individuals, regardless of race/ethnic origin.	2.43	2.42
6. The campus is generally free from sexual harassment.	2.43	2.36
7. The campus is generally free from racial harassment.	2.49	2.42
8. The campus has an acceptance of individuals who are gay/lesbian/bisexual.	3.10	3.12
9. Overall, there is a campus atmosphere of political acceptance.	2.37*	2.52*
10. Overall, there is a campus atmosphere of religious acceptance.	2.38	2.43
11. The faculty and staff are supportive of students with disabilities.	2.14*	2.04*
12. The students are supportive of students with disabilities.	2.17	2.13
13. The faculty do a good job of highlighting the contributions of women in various fields.	2.65	2.65
14. The faculty do a good job of highlighting the contributions of people of color in various fields.	2.67	2.64
15. The administration has demonstrated a commitment to diversity.	2.35	2.27
16. Overall, I would rate the campus climate at Clemson University in regard to human relations as:	2.30*	2.17*

Asterisk (*) denotes a statistically significant difference from 2002 to 2004

Respondent Demographic Information

a) Classification

	2002	2004
Freshman	191 (13.9%)	117 (16.8%)
Sophomore	293 (21.4%)	121 (17.4%)
Junior	323 (23.6%)	123 (17.7%)
Senior	345 (25.2%)	168 (24.1%)
Graduate	166 (12.1%)	139 (20.0%)
Doctoral/Post-Doc	43 (3.1%)	26 (3.7%)

b) Residential Status

	2002	2004
On campus	657 (48.3%)	316 (45.9%)
Off campus with parents	54 (4%)	18 (2.6%)
Off campus without parents	648 (47.7%)	355 (51.5%)

c) Age

	2002	2004
Under 20	374 (27.6%)	187 (27.2%)
21-25	847 (62.4%)	417 (60.6%)
26-30	81 (6.0%)	51 (7.4%)
31-40	40 (2.9%)	25 (3.6%)
41-50	15 (1.1%)	8 (1.2%)

d) Enrollment Status

	2002	2004
In-state	N/A	453 (65.6%)
Out-of-state	N/A	238 (34.4%)
Full-time	1304 (96.3%)	652 (95.7%)
Part-time	50 (3.7%)	29 (4.3%)

e) Gender

	2002	2004
Male	648 (47.6%)	302 (43.8%)
Female	712 (52.4%)	387 (56.2%)

f) Race

	2002	2004	Enrollment % in 2004
White	1119 (85.6%)	569 (82.3%)	79.2%
Hispanic/Latino	13 (1.0%)	7 (1.0%)	0.9%
African American	90 (6.9%)	47 (6.8%)	7.1%
Asian American	24 (1.8%)	15 (2.2%)	1.3%
Native American	9 (0.7%)	1 (0.1%)	0.3%
International	52 (4.0%)	30 (4.3%)	5.3%

g) Sexual Orientation

	2002	2004
Heterosexual	1312 (95.8%)	658 (94.5%)
GLBT	31 (2.2%)	26 (3.7%)
Other	N/A	4 (0.6%)

h) Religious Preference

	2002	2004
None	171 (12.5%)	107 (15.4%)
Hindu	29 (2.1%)	14 (2%)
Jewish	10 (0.7%)	3 (0.4%)
Muslim	13 (0.9%)	3 (0.4%)
Christian	1050 (76.6%)	512 (75%)
Not reported	97 (7.1%)	8 (1.1%)
Other	N/A	45 (6.5%)

("Christian" is an aggregate of Roman Catholic, Protestant, and other Christian denominations)

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How to Solve Campus Parking Problems Without Adding More Parking

BY DANIEL R. KENNEY

LARK KEER, a former president of the University of California system, once defined the university as "a series of individual faculty entrepreneurs held together by a common grievance over parking." However tongue-in-cheek that characterization was meant to be, it certainly rings true on many campuses today.

Faculty members, administrators, and students all want their colleges to build more parking, no matter how much is available. Sometimes, indeed, more parking is needed. Most students today grew up being chauffeured everywhere until they were old enough to drive, and, in a recent survey, almost 7 out of 10 said they owned a car. Moreover, they drive those cars often: Two colleagues and I, in the course of writing a book on campus planning, have interviewed many students who confessed to driving from their dormitories to classes that were only a five-minute walk away.

Institutions can usually serve their missions far better by *not* adding more parking, and by discouraging the use of cars on the campus. The overall deterioration of the college environment can largely be traced to the automobile.

In a vicious cycle, dependence on driving and the availability of parking cause campus facilities to be dispersed beyond reasonable walking distances. As a result, the need for more roads and more parking continually escalates. Each parking space and associated access roads pave over about 300 square feet on a campus—and when institutions run out of room for surface parking, they build garages.

Automobiles increase health and safety risks. We es-

timate that student injuries or deaths caused by automobiles on campuses have occurred at as many as 20 percent of all colleges. In addition, a dependence on cars promulgates a sedentary lifestyle—a primary factor in more than 25 percent of all deaths from chronic disease in this country. And, of course, cars pollute the air and damage the environment; they are the single largest contributor to global carbon-dioxide emissions. Even if people aren't in immediate danger, the cur-



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rent orientation toward driving everywhere discourages a sense of community on campuses. Large parking lots are generally not places to linger and talk.

The automobile can also drive a wedge between an institution and its neighborhood. In many nearby communities, a college can be the largest traffic generator. What's more, some institutions have bought up land in surrounding areas and torn down houses to create surface parking. Such barren parking lots can destroy the character of neighborhoods and perhaps even cause them to decline. Ultimately, that hurts the college itself. Being surrounded by traffic and parking lots, perhaps

in a declining neighborhood, does little to enhance its image.

Higher education's reliance on the automobile has direct financial costs as well. On most campuses, parking is free or so heavily discounted that the fees rarely cover the cost of providing it. In fact, for every 1,000 parking spaces, the median institution loses almost \$400,000 a year for surface parking, and more than \$1,200,000 per year for structured parking. The amount not recovered in fees is typically buried in the budget and charged to all students—drivers and nondrivers alike—as a part of their tuition. Everyone pays to subsidize parking.

At a round-table discussion during a meeting of the National Association of College and University Business Officers, we asked some campus business officers why they didn't charge the full cost of parking. The immediate answer, amid a burst of laughter, was, "Cowardice!" Faculty members and administrators want reserved spots and resist higher charges. The business officers perceive that students and their parents, already paying tuition, would also oppose higher fees. Some administrators on urban campuses also note that increased charges for parking might force more people from the college to park in the neighborhood, increasing already strained town-gown relationships.

What can colleges do to escape the tyranny of the automobile?

Eliminating all driving and parking is neither desirable nor possible. But each college should evaluate its traffic and parking situation and consider both the quantifiable costs and the less quantifiable, but perhaps

more significant, costs of the destruction of quality of place, learning environment, and community. The remedy will vary, depending on the institution: An urban institution like Brown University, in dense Providence, R.I., will have a different approach from a suburban, commuter-oriented place like George Mason University, in Virginia. After years of experience planning dozens of campuses, however, we can recommend some general areas to explore.

ONE APPROACH is to set more-appropriate parking fees. Politically it may not be possible to change the parking-fee structure all at once, but an institution can establish a goal of raising charges over time to reflect the full cost of providing parking.

Pricing strategies should also include incentives to promote desirable behavior—for example, offering subsidized parking for car and van pools. For example, the free-parking program for car-poolers at the Uni-

increase public-transit use by students from 300,000 to almost two million trips per year between 1991 and 2002, and surveys show that 41 percent of that increase replaced trips in single-occupancy vehicles. The promotion of mass transit at Colorado has allowed the university to avoid the construction of nearly 2,000 parking spaces, a saving of \$3.6-million annually.

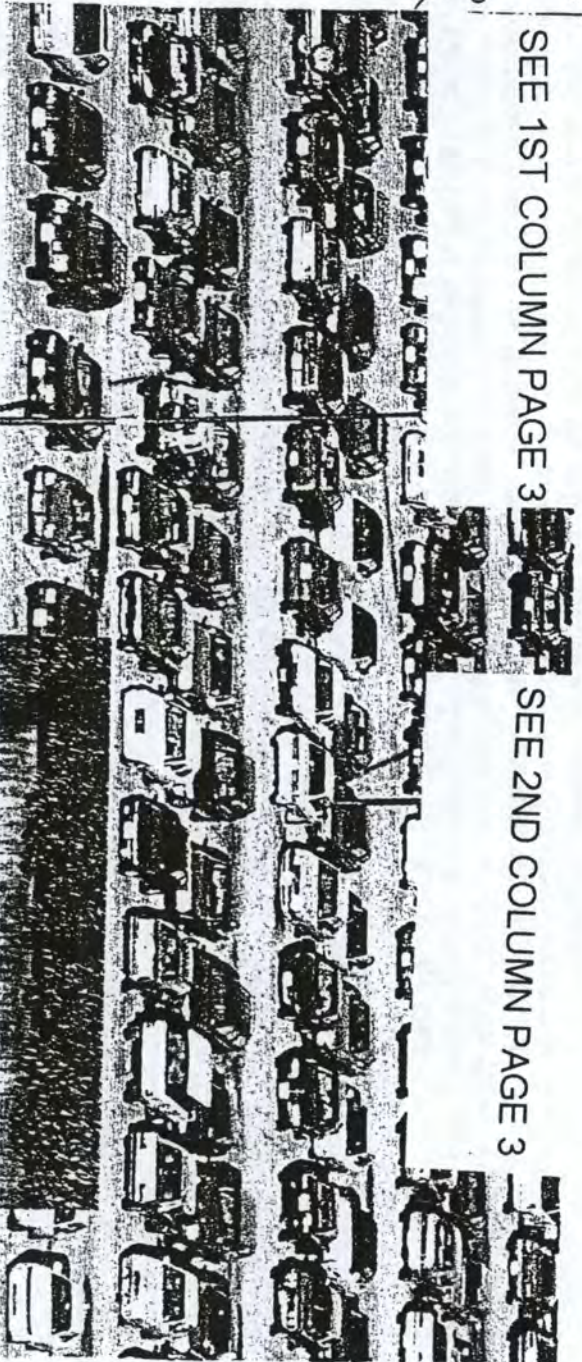
Many colleges run shuttle buses to serve high-volume destinations on or near their campuses. Rice University, which has limited parking, operates a well-organized, frequent, and free shuttle-bus system that connects the campus with off-site graduate-student housing, remote parking lots, and neighborhood areas.

A long-term strategy, yet ultimately the most effective, is to build or reorganize campuses so that most destinations are within walking distance of one another: If campus buildings that serve a variety of uses are located conveniently together, then more facilities and services will be reachable by walking or bicycling. Colleges should design their campuses so that people

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versity of Washington has reduced purchases of single-occupancy-vehicle parking permits by 32 percent over the past decade.

Some institutions express concern that recapturing all parking costs will drive fees so high that they would create hardships for lower-paid employees and needy students. As a remedy, colleges can offer parking subsidies for such employees through cafeteria-style benefits, or add some portion of the parking costs into the financial-aid packages of needy students.

Institutions should also create transportation options that include:

Bicycles. As much as possible, colleges should create bikeways and convenient bicycle parking. If a regional bicycle network exists, the campus bike system should connect to it. Colleges might want to follow the example of the University of New Hampshire, which runs the "Cat Cycles" program. Students can sign out bikes free and use them to go anywhere on the campus for up to a week. At the end of the week, they can return the bikes and sign them out again, if needed.

Car pools and van pools. At the University of Washington, those who use car pools can park free, while others pay \$192 per quarter. "Without vigorously managing our parking and providing commute alternatives, the university would have been faced with adding approximately 3,600 parking spaces, at a cost of over \$100-million," says Peter Dewey, assistant director of transportation services. "The university has created opportunities to make capital investments in buildings supporting education instead of structures for cars."

Mass transit. More than 70 colleges give free or reduced-price transit passes to students, faculty members, and administrators. At the University of Colorado at Boulder, for instance, student fees pay for free bus and light-rail service for all students. The program helped

can walk from any classroom to most others within the 10-minute interval between classes. Frequent destinations should be close to their normal origins; for example, the recreation center should be close to campus housing, and campus housing should be close to academic facilities. Even when the entire campus is so large that walking everywhere is not realistic, each area should provide a mixed-use selection of services, so that people don't have to drive often, if at all.

Landscaping, shade trees, covered walkways, and good lighting after dark can all enhance the quality of the pedestrian experience, as will a chance to see and be seen by others. People will happily walk 15 to 20 minutes if the experience is pleasant.

Tackling the issues of the automobile's impact is not easy, but it can have great rewards in terms of safety, environment, town-gown relationships, and—most important—creating a sense of community and collegiality on the campus. Many institutions have taken the lead in controlling cars on their campuses, and they are saving money in the process. In fact, colleges may offer our society's best and only chance to introduce new habits into our culture and to educate students on the benefits of not driving.

Daniel R. Kenney is a principal and director of institutional planning at Sasaki Associates, a planning and design company. He is co-author, with Ricardo Dumont and Ginger Kenney, of Mission and Place: Renewing Community on Campus, to be published this fall by Greenwood Press.



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Solving Campus Parking Shortages

New Solutions for an Old Problem

Recent major enrollment and construction trends on campus mean that, once again, the demand for parking is increasing at the same time as supply is being eroded. Universities and colleges, however, are able to achieve more integrated parking and transportation policies than are other large institutions.

by Adam Millard-Ball, Patrick Siegman, and Jeffrey Tumlin

Adam Millard-Ball, Patrick Siegman, and Jeffrey Tumlin are planners with Nelson\Nygaard, a consulting firm specializing in transportation planning for livable communities.

Adam Millard-Ball, senior associate, specializes in policy development, parking management, and car sharing and has developed plans for communities including Arlington, Virginia; Philadelphia, Pennsylvania; and many cities and towns in the San Francisco Bay area. He was formerly a transportation policy journalist in the United Kingdom.

Patrick Siegman, principal associate, is currently managing a mobility study for California Polytechnic State University in San Luis Obispo. His recent experience includes leading the transportation planning for Fuller Theological Seminary's residential master plan (Pasadena, California) and Pomona College's strategic master plan (Claremont, California).

Jeffrey Tumlin is a partner with Nelson\Nygaard and leads the firm's efforts in university planning, transit-oriented development, planning for urban infill, and parking management. He managed the studies at UCSD, CSU in Fort Collins, and CU Boulder referred to in this article and has also developed plans for a variety of other campus environments. These have won a variety of awards, including the 2003 U.S. General Services Administration Achievement Award for Real Property Innovation for the NASA Research Park Plan in Mountain View, California.

Siegman and Tumlin previously worked together at Stanford University's Office of Transportation Programs. There, they managed a range of shuttle, bicycle, and other transportation programs that accommodated more than 2.1 million square feet of new construction—a 25 percent increase in the campus's built area—with no net increase in vehicle trips.

Introduction

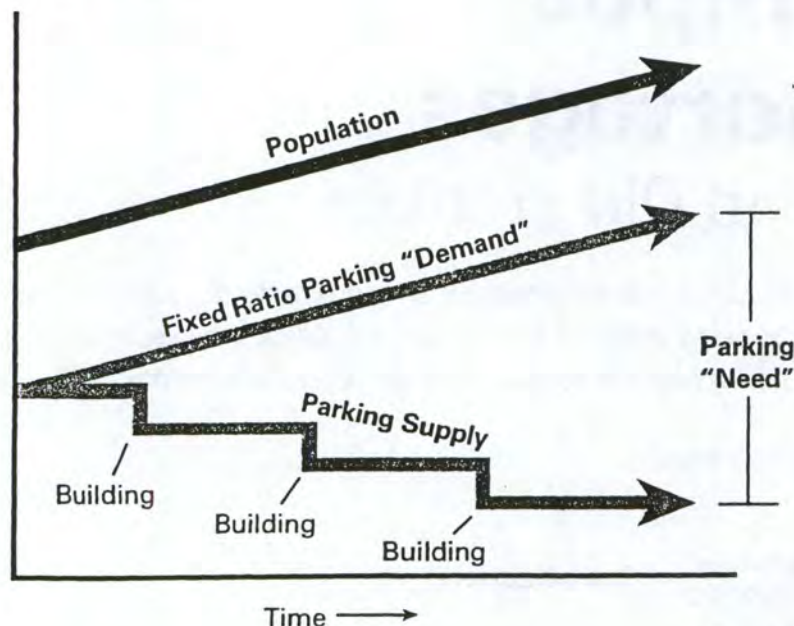
Higher education is an expanding sector, in terms of both student numbers and demand for physical facilities. College construction reached an all-time high in 2002 (\$11 billion), and indications are that growth will continue in years to come (College Planning and Management 2003).

These trends have three major implications for an institution's transportation needs (see figure 1). First, more students, staff, and faculty—referred to as campus affiliates in this article—tend to mean greater demand for parking. Second, growth means greater demand for academic building space, and the best places for new academic construction are often surface parking lots nearest the center of campus. This means that demand for parking is increasing at the same time as supply is being eroded.

Finally, as population grows, the housing supply in many campus communities has not been able to keep pace. This alone forces more people to live farther from campus, and it also drives up the cost of local housing, further pushing campus affiliates to live farther away. For these longer journeys, walking and cycling are not options, and transit tends to be less competitive because of lower densities in outlying communities.

The most obvious way to resolve these issues is to build parking garages or peripheral surface parking lots. Indeed, many campus master plans simply assume the same level of parking demand through the future and program garages to accommodate that demand. In other

Figure 1 Impact of Population Growth and Campus Development on Parking "Need"



words, they treat the percentage of affiliates driving to campus as a fixed quantity.

While this approach has the benefits of simplicity and transparency, it does have some disadvantages, such as:

- To maintain the same ratio of parking demand, there needs to be an investment made in alternative modes of transportation, such as transit and bicycle facilities, to ensure proportional growth in all modes¹.
- The feasibility and cost of parking construction is not fully considered at the master planning stage.
- Many campuses want to reduce their vehicle trip generation—even with campus growth—for a variety of reasons, and parking construction does not always support this goal.

An alternative approach, which is the focus of this article, is to take a comprehensive look at parking and transportation together, comparing their costs per trip accommodated and their resulting traffic impacts. Rather than:

How much parking is required?

The question then becomes a far wider one:

What is the optimum mix of new parking and investment in alternative means of travel to meet an institution's transportation needs and contribute to wider institution and community goals?

Indeed, many universities and colleges have found that it can be less expensive to accommodate travel in modes other than the single-occupant vehicle (Toor 2003)².

This article looks at the financial outcomes of different parking and transportation strategies. It uses examples from studies at the University of California, San Diego (UCSD); Colorado State University (CSU) in Fort Collins, Colorado; the University of Colorado at Boulder (CU Boulder); and Stanford University in Palo Alto, California. The results are transferable to virtually any institution in the country, whether small, large, urban, or rural. While the potential rewards will tend to be greater for urban colleges with a good transit base, even a small institution in a rural area can provide incentives for students, staff, and faculty to live nearby or carpool.

Campus Parking and Transportation Systems

Most university planning staff are in a position that their counterparts in cities and counties can only dream about, in terms of their ability to influence travel behavior. As discussed in this section, the physical conditions in campus environments are extremely conducive to promoting alternatives to driving alone. At the same time, an institution has almost full control over the location of new development, parking charges, and the implementation of transportation programs (Miller 2001).

First, university and college campuses tend to be a high-density, mixed-use, pedestrian-oriented environment. The high densities mean that destinations are close together—allowing people to walk, rather than drive—and provide the concentrations of demand that help make efficient transit service feasible. The mix of uses also makes walking easier, enabling students to purchase books or eat lunch without leaving the campus, for example. Furthermore, there is a captive market for many short-distance transit options given the number of students living on-site or nearby.

Second, there is much greater acceptance of parking charges in campus environments. For 99 percent of automobile trips in the United States, motorists enjoy free parking (Shoup 1994), meaning that proposals to charge any fee at all often meet with fierce public resistance. In

99% of
Parking
U.S. is
FREE.

contrast, virtually all universities already charge for parking, often through complex permit systems (Allen 2001; Miller 2001). In other words, the concept of parking as a valuable, priced commodity has already been established in the minds of the campus population. Many schools also require that parking and transportation services are financially self-sufficient, ensuring that parkers bear the cost of providing parking and sometimes the cost of other transportation programs as well.

Third, universities and colleges usually have full control over both land use and transportation systems on their property, meaning that policies can be designed to be consistent and mutually reinforcing. A city's policies to promote transit, for example, will be less successful if employers and retailers (over which the city has little or no control) continue to provide free, abundant parking, or if neighboring cities approve "big box" retail and other auto-oriented developments.

In contrast, a university can pursue numerous programs to reduce parking demand—and implement them itself. For example, it can reduce the need to travel by providing housing on campus and restrict that housing to members of the university community. Of course, private universities are still subject to local planning controls, and most campuses are dependent on outside transit agencies and local jurisdictions for off-campus transportation infrastructure. The size of many campuses, however, means that they have a great deal of scope to shape these systems. For example, Michigan State University has a service agreement with the local transit provider, and routes are added once demand is demonstrated (Davis 2002). Other institutions, such as the University of California, Santa Cruz, finance and manage their own shuttle systems. Stanford's system serves the city of Palo Alto and has recently been expanded to take over city shuttle routes. University of California, Davis, runs the transit system for the entire surrounding community.

Fourth, the nature of higher education institutions means that restrictions on travel behavior are possible that would be unacceptable in most other settings as a restriction on personal freedom. For example, The University of New Hampshire prohibits freshmen and sophomore resident students, and others living within half a mile of campus, from bringing cars to campus. The University of Wisconsin-Madison only issues permits to students who live beyond a mile of the city transit system, use their vehicle at least three days a week for employment, or have special needs. More intangibly, university communities tend to be more

open-minded to innovation in general, including alternative transportation solutions, and there is often a culture that supports bicycle use, transit, and innovative options such as shared cars.

Given this control over the transportation environment, universities are in unique positions to take a comprehensive look at their parking and transportation needs.

Campus Growth and Parking Demand

Traffic engineers have traditionally seen parking demand as a precise, quantifiable, fixed figure. The Institution of Transportation Engineers (ITE) publishes tables setting out the number of parking spaces generated by a given square footage for hundreds of specific land uses, from massage parlors to fast-food restaurants and rifle ranges. In turn, these "parking generation" rates are used as the basis of zoning codes that specify parking requirements—how many parking spaces are required per housing unit or per thousand square feet of new development.

There is a growing literature describing the shortcomings of this approach to determining parking requirements (for example, see Millard-Ball 2002; Shoup 1999; Willson 1995). The ITE figures are based on surveys at suburban sites that offer free parking and lack public transit; their use in more urban, transit-rich communities is therefore inappropriate. They are also reported with unwarranted precision, given the statistical uncertainties.

Most fundamentally, however, this approach implicitly views parking demand as a fixed, immutable quantity that does not vary with either price or the availability of alternatives to driving alone. As Shoup (2002) points out: "Demand is a function of price, not a fixed number, and this fact does not cease to be true merely because transportation engineers and urban planners ignore it" (p. 25).

Universities and colleges tend not to use these ITE parking generation rates, relying instead on local, context-specific data. However, the concept remains of parking demand as a fixed ratio, rather than a figure that can be changed through a university's choices regarding pricing and investment in alternative modes (Toor 2003). Existing parking demand can be easily calculated through an inventory of supply and occupancy and campus population surveys (see figure 2 for examples).

Many universities then plan to meet this established ratio of parking spaces to total population under the assumption that the portion of the campus population that

Figure 2 Ratio of Total Parking Spaces to Total Student, Staff, and Faculty Population

School	Ratio
University of California, Berkeley	0.18
University of Washington	0.22
University of California, Santa Barbara	0.27
University of Wisconsin-Eau Claire	0.28
The Pennsylvania State University	0.30
University of California, Los Angeles	0.31
University of Colorado at Boulder (CU Boulder)	0.31
University of Massachusetts Amherst	0.36
University of California, Davis	0.39
University of California, San Diego (UCSD)	0.41
University of California, Irvine	0.42
Colorado State University	0.46
Iowa State University, Ames	0.51
University of South Florida-Tampa	0.61
Stanford University	0.74

NOTE: All data is from FY 2000 or FY 2001, except for CU Boulder, which is from FY 2003. Stanford and the University of California, Los Angeles, include hospital staff and hospital parking spaces in the ratio calculations. All include resident hall parking, except for University of California, Davis, which did not have resident hall space information available. University of California, Berkeley, includes spaces gained from valet parking.

drives will remain constant. At UCSD, for example, the university's long-range development plan determined that the school would need to build about 7,000 parking spaces between 2002 and 2020 in order to maintain its parking ratio of 0.41 spaces per capita.

These types of forecasts, assuming a fixed demand ratio for parking, are often appropriate where there is no change to either parking prices or the availability and attractiveness of alternative means of transportation such as transit, carpooling, and biking. As demonstrated in the following sections, however, neither of these assumptions generally holds true in the context of higher education institutions.

Parking demand as an elastic quantity. Faced with difficulty in finding parking spaces in the closest lots or complaints from neighbors about campus affiliates monopolizing on-street curb spaces, the instinctive

response of many people is that more parking is needed. This response, however, is based on a fundamental confusion between availability and supply. The availability of parking spaces is the goal. Although increasing supply can help improve availability, supply is not an end in itself. What's more, availability can be increased by addressing the demand side of the equation as well as, or instead of, increasing supply.

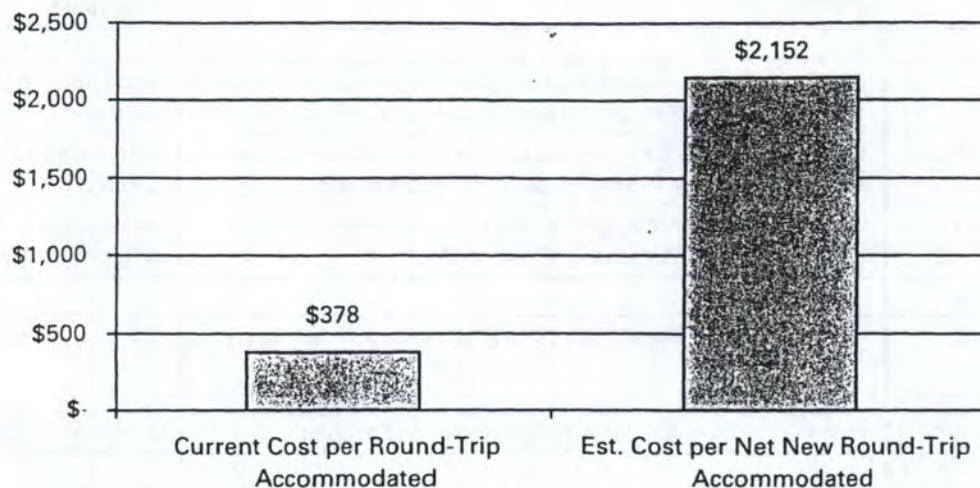
The importance of the last point is difficult to overemphasize. Demand is not a fixed quantity, but it can be influenced by a range of tools available to campus administrators, from pricing to the availability of alternatives to driving. The practice of calculating current demand as a ratio of the student and staff population, and then using this ratio to estimate future demand as a result of campus expansions, can thus be highly misleading.

This is particularly true because much new parking construction at universities and colleges leads to an increase in parking permit prices, owing to requirements for campus parking and transportation services departments to be financially self-sufficient. Because available sites for surface lots are generally already exhausted—and in many cases are being diminished as they are reclaimed for construction of academic facilities—parking structures or peripheral lots are often the only options.

Both of these are almost always more expensive than existing surface lots, because of the high construction costs of structures or the need to run shuttle services to peripheral lots. A typical figure for capital costs for a suburban surface lot is \$1,500 per space (Litman 2003). Recent parking structures, however, such as the Texas Medical Center in Houston, have come in at more than \$40,000 per space, excluding land ("International Parking" 2003), whereas a more typical figure may range from \$15,000 to \$20,000 a space. Operating costs, such as security and maintenance, also tend to be higher for parking structures. The cost per space can thus rise dramatically with the proportion of structured parking; Figure 3 shows the cost to accommodate a trip with the existing parking system at CU Boulder compared with the cost of adding a new space.

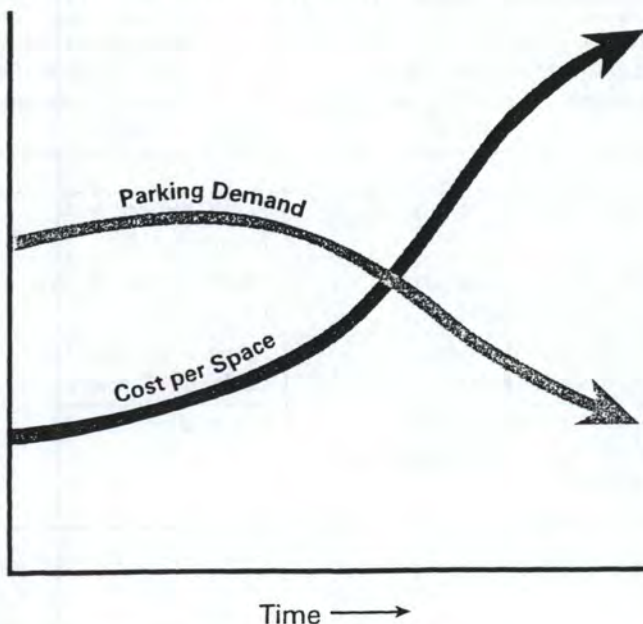
It should be noted that the cost per net space will be significantly greater if parking structures are built on the site of existing surface lots. For example, if a 300-space garage is built on top of a 100-space surface lot, only 200 spaces are actually gained through building the garage (Siegman 1994). A \$1.8 million garage would then cost \$9,000, rather than \$6,000 per space.

Figure 3 Parking Costs with New Structured Parking (CU Boulder)



The exact impact of the permit price increases depends on the elasticity of parking demand with respect to price, which in turn is governed by factors such as personal income and the availability and price of substitutes such as transit. Typical parking price elasticities range from -0.1 to -0.6 , with -0.3 the most frequently cited value, meaning that a 100 percent increase in parking prices leads to a 30 percent reduction in parking demand (Pratt et. al 2000). Many institutions have data on permit sales that can

Figure 4 Parking Costs and Demand with Rising Proportion of Structured Parking



be used to compute local elasticities. At Cornell University, an increase in parking prices led to a 26 percent reduction in demand (Toor 2003).

In summary, then, as the proportion of structured parking increases, cost per space will rise at the same time as parking demand falls, assuming that the costs are passed on through permit prices. This relationship is shown schematically in figure 4.

Impact of transportation demand management. In many cases, then, maintaining parking supply at its existing ratio will lead to a dramatic increase in permit prices that will dampen demand. This begs the question: Would it be less expensive for the university, and would it result in lower permit fees, if parking revenue were spent on alternatives to driving alone, rather than new parking structures?

The answer is often affirmative. In other words, it can be cheaper to attract people out of their cars through transit or pedestrian improvements, or even paying people *not* to drive, than to build new parking structures. There is a range of tools, collectively known as transportation demand management (TDM), that can be used to reduce demand for parking, as shown in figure 5. Most of these are commonly applied in some university campuses. A few institutions with aggressive programs, such as Stanford, implement virtually all of them.

For each of these options, a cost per vehicle trip avoided can be calculated. This allows the cost of these TDM programs to be compared on a consistent basis to the cost of parking. For example, at CU Boulder, the faculty/staff

**Solving Campus Parking Shortages:
New Solutions for an Old Problem**

Figure 5 Transportation Demand Management Toolbox

TDM Program	Description	Examples
<i>Transit</i>		
Shuttles	Shuttle buses to surrounding neighborhoods with high student density, usually managed and/or funded by the institution.	Texas A&M University shuttle
Support Local Public Transit System	University is a primary funding source for local transit, beyond a pass program or funds dedicated for express routes.	University of North Carolina
Free Transit Passes	University pays transit agency lump sum to enable students to ride free (Brown, Hess, and Shoup 2001).	University of Wisconsin-Milwaukee
<i>Bicycle/Pedestrian</i>		
Bike Lanes/Routes, Off-Street Paths, Sidewalk Improvements	Provision of safe bicycle and pedestrian routes to campus.	City of Boulder
Secure Bike Parking	Provision of bike stands, lockers, or attended parking.	University of California, Davis
<i>Ridesharing</i>		
Carpool Matching	Database to match drivers and passengers with similar schedules, home origins, and destinations.	Stanford University
Vanpools	Similar to car pools, but uses a dedicated van, typically 7–15 seats. Institutions can provide vans, subsidize van lease costs, assist with logistics, and match potential vanpool partners.	University of California, San Diego
Carpool/Vanpool Incentives	Lower-cost parking or priority spaces for carpool and vanpool vehicles.	University of Maryland
<i>Parking Management</i>		
Pricing and Permits	Prices are raised to pay for the cost of supplying parking, which can lower demand. Permits can allow differential pricing between core and peripheral lots.	Most institutions. Examples include Washington State University.
Park-and-Ride	University builds a park-and-ride lot on a local bus route or uses existing lots provided by a transit agency. Can pay transit agencies to increase frequencies from these lots.	University of North Carolina
Residential Permit Parking	Limits on-street parking to permit-holding residents. Can provide neighbors with the security that reduced parking provision on campus will not increase their parking difficulties.	Examples include University of California, Berkeley. See also Institute of Transportation Engineers (2000).
<i>Other</i>		
Housing	On-campus housing avoids the need to drive to campus.	Fuller Theological Seminary, CA
Car Restrictions	Permits not allocated to freshmen, sophomores, and/or affiliates living within a certain distance of campus.	The University of New Hampshire
Car Sharing	Shared vehicles available for errands during the day, avoiding the need for affiliates to drive to campus.	Harvard; University of California, Berkeley
Guaranteed Ride Home	Free or subsidized taxi rides home in the event of an emergency, such as a sick child. Provides the security that allows people to carpool or take transit.	Stanford University

bus program frees up 350 parking spaces, at a total cost of \$393,400 or \$1,125 per space. For comparison, the annual debt service cost per additional parking space (\$2,723) is 2.5 times greater (Toor 2003). Some methodological considerations in calculating these costs are discussed in the following section.

Methodology

Many institutions instinctively understand the relationships between parking investment, financing strategies, permit prices, and TDM programs discussed previously. Few, however, have taken the next step and actually quantified them in a comprehensive way, taking into account parking costs, price elasticities, and the impact of different TDM programs. The methodology outlined here provides worked examples of how parking costs and TDM programs can be compared on a consistent basis. The examples are drawn from UCSD, CSU at Fort Collins, and CU Boulder.

Step 1. Determine gross parking costs. Costs for parking lots and structures have several components, including:

- Capital costs
 - Construction
 - Land
 - Controlled access technology
 - Project management
- Operating costs
 - Maintenance
 - Revenue collection
 - Enforcement
 - Security
 - Insurance
 - Utilities
 - Management
 - Shuttles to peripheral lots

Both operating and capital costs can be converted to a common basis, either through annualizing capital costs to produce an annual cost per space or through discounting future operating costs to produce a single capital sum. Both techniques require assumptions about interest rates and structure life (typically 35 years).

Parking costs will vary markedly between different locations, depending on factors such as garage design, wage rates, and environmental requirements. At UCSD, the average cost per gross space for 13 parking garages was

estimated at \$19,000, excluding land, due to some structures being below grade. At CSU, the estimated gross cost per space was about \$13,500, also excluding land.

Most universities do not consider the cost of land when determining the cost to provide parking. Land is often considered to be "free" in that it is preowned or granted to the university. Land cost, however, is still a critical factor, because it represents the opportunity cost of building parking or building another structure that could possibly better serve the campus.

Other costs that are not traditionally considered as part of parking cost include externalities such as aesthetic impacts from new parking facilities as well as congestion, accidents, noise, and emissions resulting from new vehicle trips. Other costs include road building and intersection expansion costs to accommodate new vehicle trips, which in many cases will be internalized by the university because of mitigation requirements or impact fees levied by local jurisdictions. For a discussion of these costs, see Siegman (1994).

Step 2: Determine net parking costs. Net parking cost is the cost of each new space gained in the parking supply, taking into account parking displaced as structures are built on existing surface lots. At UCSD, parking construction displacement meant that 1.4 spaces had to be constructed for each net space gained over a 10-year building period. If no parking lots are displaced, net parking costs will be the same as gross costs. Otherwise, net parking costs will be:

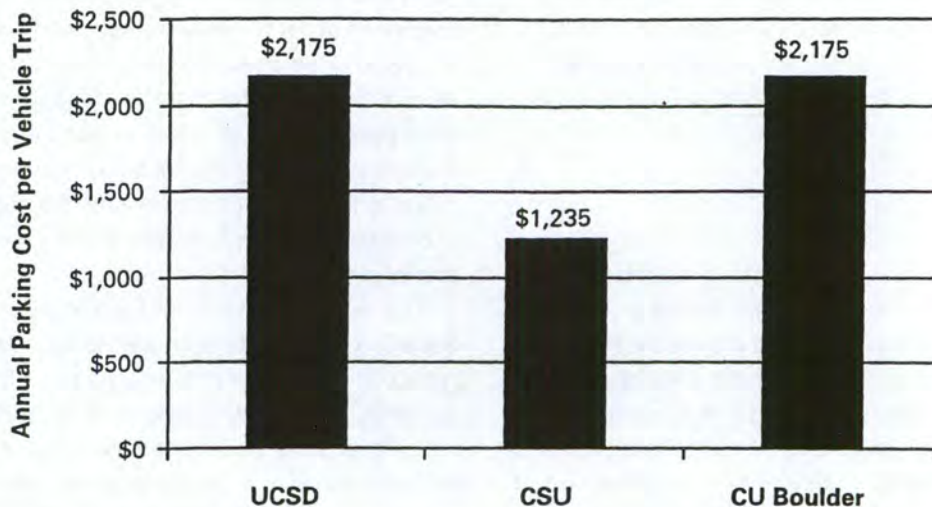
$$\text{net cost per space} = \frac{\text{total gross parking costs}}{\text{number of spaces constructed} - \text{number of spaces lost}}$$

Step 3: Convert spaces to vehicles. The cost to provide a parking space is not the same as the cost to accommodate a vehicle trip, since each parking space will accommodate more than one vehicle on a typical day. At the same time, the university should have a parking occupancy goal of less than 100 percent to allow users to easily find a space. The number of vehicles accommodated by one parking space is determined as:

$$\begin{aligned} &1 \text{ parking space} \times \text{avg. number of cars} \\ &\text{accommodated per space per day} \times \\ &\text{occupancy goal (e.g., } 1 \times 1.25 \times .85 = \\ &1.06 \text{ cars accommodated by each new} \\ &\text{space built)} \end{aligned}$$

The net cost/space divided by the number of vehicles accommodated by that space equals the cost to accommodate one vehicle trip. Some examples of the

Figure 6 Cost to Accommodate Vehicle Trips with New Parking



Source: UCSD data from 2001; CSU data from 2002; CU Boulder data from 2003, Parking and Transportation Services estimate.

annual costs to accommodate single occupant vehicles with new parking are shown in figure 6.

Step 4: Compare costs to TDM programs. Assessing the costs of accommodating a vehicle trip through TDM programs (such as those shown in figure 5) is more complex than assessing the costs for parking, for several reasons, including:

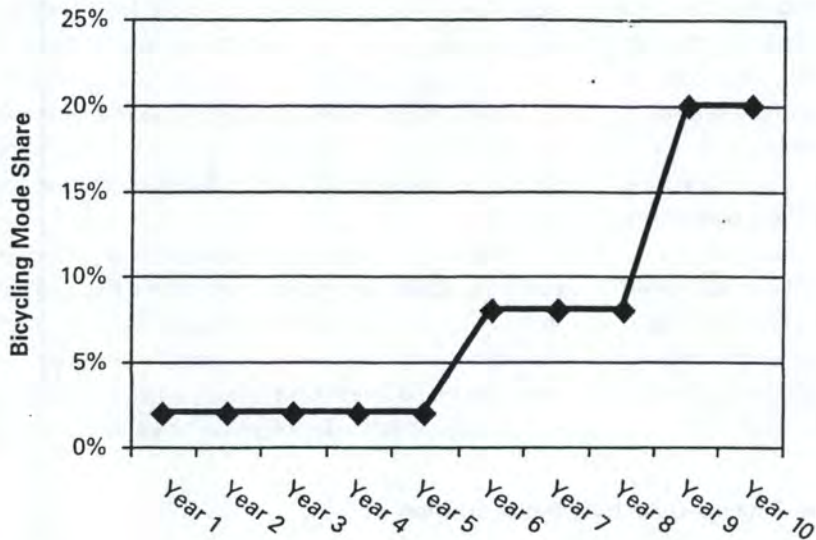
- Shifting each additional trip from the private automobile to other means of travel becomes increasingly challenging and costly. Even when a university puts little effort into TDM, some people will use alternatives since no single solution, including driving, works for everyone. As TDM effort increases, the people who can most easily switch modes will do so first. To continue mode shift, TDM programs must become more robust and often more costly. Not only is each new trip more costly to shift from driving, but often the additional cost of the benefit must be applied to trips that were already shifted (e.g., a new or increased transit subsidy).
- TDM programs are extremely site specific and need to be tailored to local circumstances. For example, the cost-effectiveness of improved transit services depends on the extent to which there are dense clusters of campus affiliates living half a mile or more from campus, who are poorly served by existing transit. The impact of carpool matching programs,

to take another example, depends on the level of parking charges and the existence of incentives such as priority parking and highway carpool lanes.

- The impacts of many programs are not linear in terms of their cost per trip. Bicycle improvements, for example, tend to be extremely "lumpy" in their ability to attract new cyclists. As shown conceptually in figure 7, the first few projects may show no impact, followed by a large growth spurt as an entire corridor becomes part of the bike network.
- Some TDM improvements may be financed only partially by the university. For example, improvements to the bicycle and pedestrian network surrounding the campus may be financed by the city. Similarly, some transit enhancements may be financed by the transit district. The portion not financed by the university would typically not be included in this assessment, even if the improvements came about through the influence or political support of the institution.

This means that an assessment of the cost-effectiveness of TDM programs in a specific context needs to draw on a range of sources and approaches. Many institutions have undertaken their own detailed studies of specific improvements, particularly shuttle programs, which provide ridership estimates and costs. Other useful data comes from program assessments; CU Boulder, for example, undertakes an annual survey to assess the impact of its

Figure 7 Conceptual Impact of Bicycle Improvements Over Time



EcoPass program on parking demand. If local data is unavailable, national studies—such as those on the impact of EcoPass programs (Brown et al. 2001)—can provide a useful guide.

Geographic information systems (GIS) are another useful tool in assessing the impacts of TDM programs. They allow the home locations of campus affiliates to be mapped. Bicycle and pedestrian improvements, for example, can be examined based on a GIS analysis of the number of campus affiliates living within walking distance (0.5 miles) and cycling distance (typically 4 miles) of campus.

Another issue related to TDM analysis is that program elements are often mutually reinforcing, such as carpool matching and Guaranteed Ride Home (GRH) programs. This means that it can be difficult to estimate the cost per trip for individual TDM programs. Instead, it is often more appropriate to calculate a generic cost-effectiveness figure for an overall TDM program of a given scope, rather than separate figures for discrete program elements.

The results of four case studies comparing the cost to accommodate a new trip with parking or with transportation alternatives are shown in figure 8.

At UCSD, three packages of TDM strategies were developed depending on the number of parking structures built (13, 6, or 4 parking structures). Each package determined the number of displaced trips that needed to be accommodated via TDM strategies. Those strategies with the greatest potential to capture these trips were included in the package. UCSD covered all the costs of all the strategies included in each package. These included on-campus bicycle network improvements, improved vanpool services, carpool incentives, and more university-provided shuttles to serve the nearby dense residential areas.

At CSU, a package of strategies to reduce vehicle trips was developed in cooperation with the city of Fort Collins. Most of the improvements involved public infrastructure changes, such as area zoning to accommodate more close-in residential and transit system improvements. A portion of these costs were assumed to be paid by the university, and these costs were included in the analysis of TDM program costs.

The CU Environmental Center compared the costs of one of its transportation management programs, the faculty/staff EcoPass program, with the costs of parking (see http://www.colorado.edu/cuenvironmentalcenter/alt_trans/narrative_history.html for more information). The reduction in parking space needs from the EcoPass program is determined through an annual survey that compares current program results to the baseline survey conducted before the program was implemented.

Figure 8 Annual Cost to Accommodate New Trips with Parking vs. TDM

UCSD		CSU		Stanford*		CU Boulder	
Parking ^b	TDM	Parking	TDM	Parking	Shuttle	Parking	EcoPass
\$2,175	\$894	\$1,236	\$364	\$7/day ^c	\$2.04/day	\$2,175	\$1,125

* Information provided on a daily, not annual, basis; 1995\$.

^b These parking costs represent the annualized cost to accommodate a vehicle trip with parking.

^c This is not the cost to accommodate a vehicle, but rather the cost to provide a parking space, as turnover rates and occupancy data were not available.

Stanford instituted many transportation strategies to hold its trip levels constant in the face of campus growth, including opening new transit lines, building new bike lanes and lockers, and increasing the amount of cash offered to nondrivers, all in a single year. Stanford was able to compare the costs to accommodate one new rider on its internal transit system (the Marguerite shuttle system) with the cost to accommodate that same trip with a parking space.

Step 5: Determine the impact on parking permit fees.

The cost per trip for TDM programs and parking can be used to develop scenarios that plug into a financial model to determine the resulting impacts on parking fees. First, the costs that are to be financed by the parking permit system must be determined. Depending on the package of strategies created and the policy decisions of the

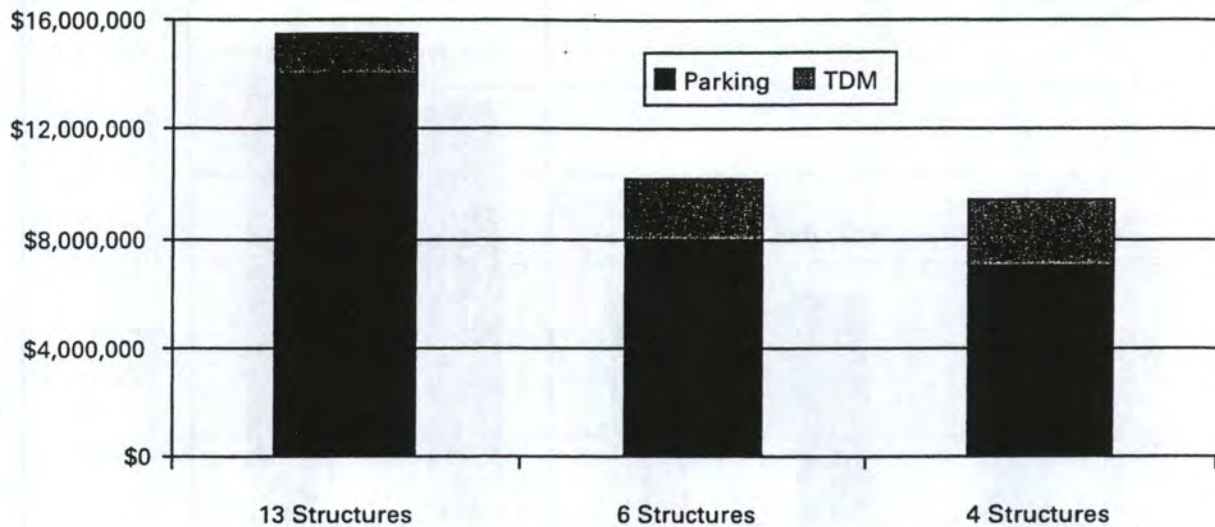
university, the majority of programs may need to be financed by parking revenues. Many institutions, for example, partly fund transit service with student fees. Overall, about 40 percent use parking revenues to cover some of the costs of transit service. At some, such as Clemson University in South Carolina, parking permit fees cover 100 percent of the transit system cost (Miller 2001). Potential sources of revenue to finance strategies are described in figure 9.

The cost of the programs that must be financed by parking fees and/or fines should be developed into packages that can be compared. The most basic scenario might be that all new trips are accommodated by parking and that there will be no investment in TDM. More realistic scenarios will involve a balance between parking and TDM. At UCSD,

Figure 9 Potential Revenue Sources to Finance University Transportation

University Resources	
Parking Fees	Fees that people pay to park. Often universities have requirements that parking must be self-financed by the fees and fines paid by parkers.
Existing "Free" Parking	There may be some parking on campus that is offered free of charge or the cost is bundled into other fees. For example, parking at family housing may often be bundled into housing rents, retirees may be offered free parking, certain athletic functions may be exempt from parking charges, or buildings leased to external functions (e.g., hospital or research park) may not directly charge drivers for parking.
Parking Fines	Revenue from parking fines is generally used to pay for collection of fines and to support the overall parking system. Fines revenue can be earmarked to finance TDM programs. This means, however, that fines must be high enough to pay for their collection and more. It also means that parking fees bear a larger portion of supporting the parking system.
New Campus Construction	New campus construction can support improvements to the on-campus bicycle and pedestrian network and provide additional bicycle parking spaces.
Bike Registration	Although not a large revenue source, bike registration fees can be used toward bike parking improvements.
Student Fees	Student fees can be used to pay for specific programs (e.g., prepaid student transit fares) or for a group of transportation improvements. A student fee earmarked for transportation generally must be passed by a vote of the students.
Faculty/Staff Transportation Fee	Some universities charge faculty and staff for the use of a prepaid bus pass program, while others have developed a transportation tax that is applied to departments.
External Resources	
Local Transit Revenue Sources	Strong partnerships with the local transit agency can create collaborative route planning that benefits the campus and uses existing transit resources.
City Revenue Sources	Strong partnerships with the city can influence sidewalk, bike network, land use, or housing policies that will support campus vehicle trip reduction using external revenue sources.
Transportation Funding Sources	Cities and universities can work together on funding applications from sources like the federal Congestion Mitigation and Air Quality Improvement Program.

Figure 10 Annualized Total Costs of Three Parking & TDM Packages at UCSD



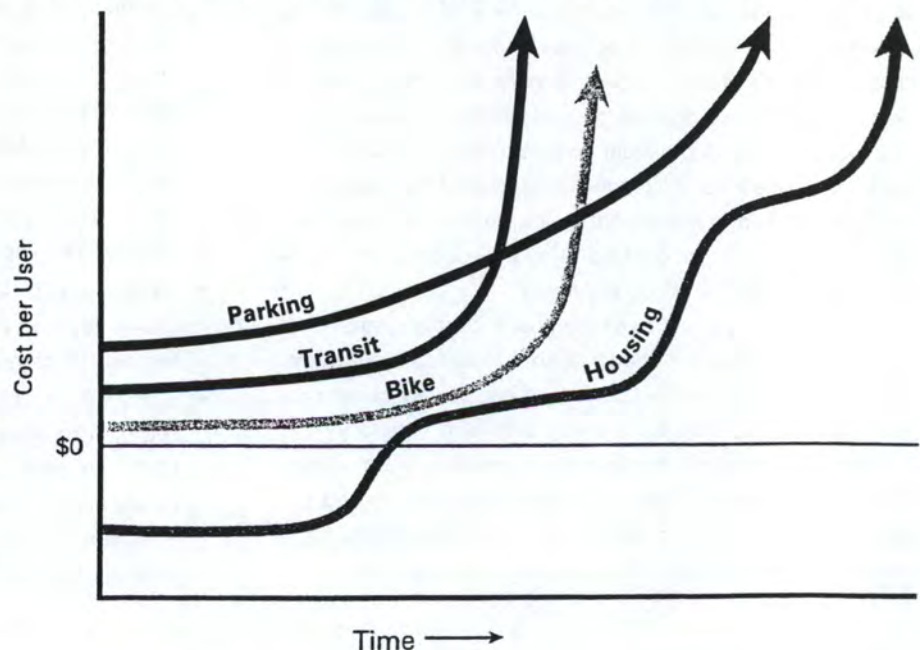
TDM programs were designed that could accommodate the "displacement" of people who would not be able to park if fewer parking structures were built. This led to three scenarios. The cost of each scenario that would need to be financed with parking revenues is shown in figure 10. UCSD relied only on parking fees to support programs, so the costs in figure 10 represent 100 percent of the cost of each package.

Depending on the level of sophistication of the university's parking fee model, a detailed or simple analysis can be done to determine resulting permit fees. A sophisticated analysis would adjust price elasticity factors based on the level and type of alternatives, while a simple analysis would divide the total program costs by the number of parkers under each scenario to produce estimated fees needed to cover program costs. A schematic diagram of the relative costs of each alternative with increasing demand is shown in figure 11.

Results for CSU and UCSD are shown in figure 12. In both cases, the costs for different scenarios are

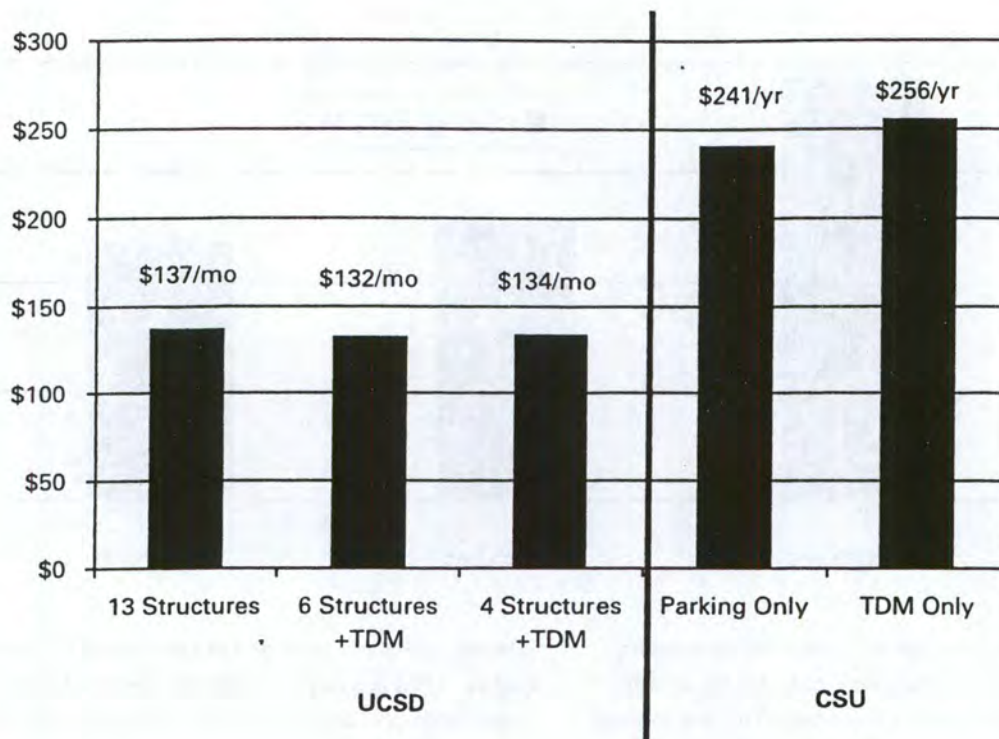
strikingly similar. Even if parkers are asked to cover the costs of TDM programs, permit fees would be no higher than if additional parking construction were required. This is despite the fact that the greater the emphasis on TDM, the fewer parkers there are to bear the cost of increasingly robust TDM programs.

Figure 11 Comparing Costs of Parking and Demand Management Alternatives



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Figure 12 Resulting User Permit Fees



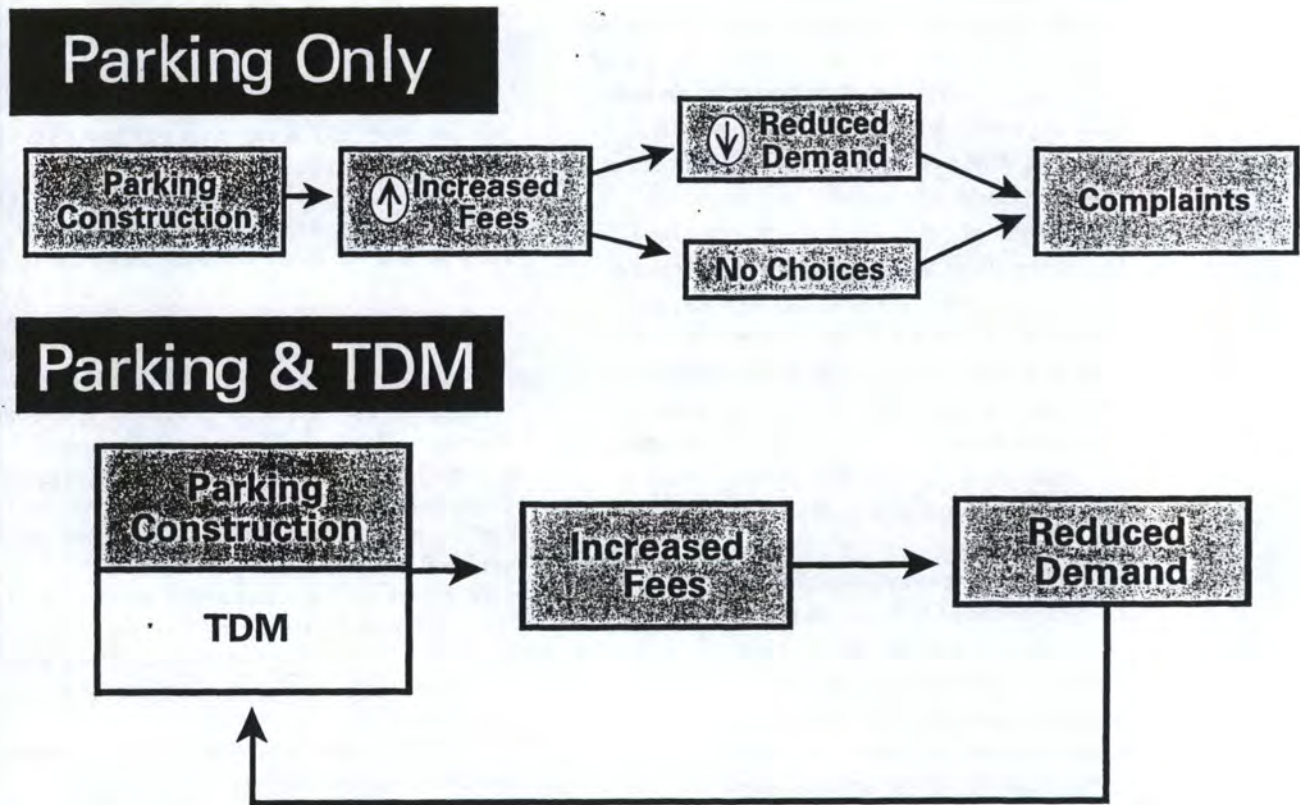
Conclusion

Faced with campus growth or the displacement of parking, the instinctive response of many people is that more parking is needed. This article, however, has shown that TDM programs can, in several instances, provide a more cost-effective solution in terms of the cost per trip served than simply building more parking to maintain historical ratios. Because parking expansion on a constrained campus often requires structured parking, investment in alternatives to driving can be a cheaper solution. Some strategies—such as housing—can even be a net revenue generator.

In the case studies examined here, permit prices would be similar under scenarios that included investment in TDM and scenarios that consisted exclusively of new parking. If maintaining low parking fees is the primary criterion for selecting a transportation package, there is little to choose between options. However, institutions need to consider other criteria in the decision-making process, which will tend to favor TDM scenarios. For example:

- Investment in TDM as well as parking provides a wider range of transportation choices to campus affiliates (see figure 13). Choices are particularly important if parking prices are to increase and can help to improve morale and retention among staff and students. Without these alternatives, increases in parking rates would be difficult to implement politically (Miller 2001). Given the improved availability of alternatives, the impact of parking price increases in reducing parking demand is also likely to be greater—in other words, parking demand will become more elastic.
- Reducing vehicle trips can help to improve town and gown relations by addressing one of the key negative impacts of campus expansion on the community.
- Estimating parking price elasticities and the cost per trip of TDM measures is an imprecise science; Shoup (2002) provides a useful warning against the use of overly precise estimates in transportation planning. This alone means that actual investments and pricing strategies are to some extent a value judgment.

Figure 13 Approaches to Parking Management and TDM



Source: Laurenson et. al. (2003)

- Many universities are concerned about their debt capacity. Garage financing, especially when many garages are needed in a short time frame, can overload a university's debt capacity or compete with other capital demands such as those for academic buildings (Toor 2003). Many TDM programs consist largely of operating costs, which can be funded from revenue streams from permit fees.
- Reduced capital outlays for parking minimize risk for an institution. Some, such as the University of California, Santa Barbara, have expressed concerns that higher parking fees and improved alternatives could reduce parking demand to the point that debt repayment could be affected (Toor 2003).
- Reduced parking provision can free up land for further campus expansion.

- Reduced parking provision can help universities rise to the challenge of reducing the ecological footprints of their own operations (Rees 2003).

Indeed, wider goals such as traffic reduction have been the driving force behind transportation planning at some institutions, such as Stanford. In 1995, Stanford signed a general use permit with Santa Clara County that allowed the university to build an additional two million square feet of development while committing to no increase in peak period auto commuters. In this case, Stanford had to determine what the parking demand would have been—all else being equal—and how to accommodate it with strategies other than parking.

TDM strategies have long been employed by many institutions, usually with an implicit rationale that they help to reduce vehicle trips and parking demand. The costs of parking expansion at institutions such as Cornell University,

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the University of Illinois at Urbana-Champaign, and Iowa State University, for example, have been cited as a major motivating factor for consideration of expanded transit service or EcoPass programs (Miller 2001).

This article has demonstrated how these TDM benefits can be analyzed explicitly on a common basis and compared to the costs of new parking in order to inform basic decisions on the amount of parking required to cater to campus growth. This approach allows the benefits of TDM in terms of reducing parking demand to be taken into account during campus master planning. By demonstrating how different alternatives affect both parking permit prices and transportation choices, university administrators can also help gain support for, or at least deflect criticism of, parking price increases that would be inevitable under any strategy.

While the concepts presented here are applicable to virtually any major development, higher education institutions are extremely well placed to implement them in practice, as has been done in settings such as Stanford and UCSD. As Miller (2001) points out:

Universities are in a unique position to implement transportation demand policies that are unachievable in more politically fragmented communities, because the university administration can control land use, parking availability and fees, and transit service availability and fees. (p. 20)

There is already a wide literature on how to implement shuttle, parking cash-out, and other TDM programs. It is to be hoped that this article provides a framework to support their development by bringing their financial benefits to the forefront. ■

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Notes

1. The term "alternative transportation" means any way to travel other than driving alone. These ways include bicycling, carpooling, riding transit, vanpooling, and walking.
2. The term "modes" means "ways to travel." Driving alone is a mode, carpooling is a mode, bicycling is a mode, and so forth.

Minutes of the Policy Committee
Tuesday, October 19, 2004

Members present: Fran McGuire (chair), Cindy Pury, Bryan Simmons, Dennis Smith, Mark Smotherman

Guests: Connie Lee, Eleanor Hare, Webb Smathers, Cathy Sturkie, Pat Smart, John Sweeney

John Sweeney, Interim Associate Dean of the College of Agriculture, Forestry & Life Sciences, met with the committee to talk about (1) titles for veterinarians who work for Clemson at the Veterinary Diagnostic Center and (2) what faculty rank could be used to associate a potential faculty member with the Clemson Institute of Environmental Toxicology. In the first case, the committee suggested that the veterinarians apply for faculty rank as Research Professor in an appropriate department. Several people cited the advantages both to the veterinarians and to the departments for such an arrangement. In the second case, the committee suggested that the person might apply to a department to be either adjunct or visiting. In both instances, the committee emphasized that a person must be in an academic unit under the jurisdiction of the Provost to have faculty rank.

The proposal to amend the Faculty Manual section on Annual Performance Evaluation (IV.E) to explicitly state that the time at which the grievable event occurred was after receiving the dean's response to the disclaimer was postponed until a future meeting. Discussion centered on whether the grievable event should occur when the faculty member received notification of their review from the chair or after having filed disclaimer(s). The Faculty Manual Editorial Consultant will be requested to make a flow chart of the times in this process and the committee may want to amend Section IV.E to specify how long the dean and/or Provost have to process disclaimers. (There appears to be no time limit on either and the committee is concerned that the entire process may take longer than if advantageous for the faculty member.)

Webb Smathers noted that there is no protection for faculty rights in student grievances. Cindy Pury will look into this and report back to the committee.

A proposal for adding sections on departmental and college governance to the Faculty Manual was distributed to the committee. It was requested that the committee have additional time to examine this proposal. This item will be on the agenda at the next committee meeting.

The question of religious and/or political messages attached to university e-mail messages was discussed. There was concern about the legality of limitation of free speech. Webb stated that the concern was only to official university communications such as are distributed using a list-serve furnished by the university -- i.e., e-mail that has "the weight of the university behind it." Fran will consult the university lawyer (Clay Steadman).

Policy Committee Minutes (Continued)

Inserting a check box for service learning on FAS was briefly discussed. A concern was that check boxes might be requested for other similar activities.

Items mentioned for future discussion:

- (1) The possibility of using E&G money for Research faculty between grants -- possibly for 6 months or a year.
- (2) Could the search process for spousal hires by-pass Access & Equity procedures so that both spouses do not go through the entire process?
- (3) Cluster hiring issues where multiple people (not individuals, such as spouses) be hired. How could a group be hired with appropriate faculty review?

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Report from the Welfare Committee
October 26, 2004

The Welfare Committee has not met since the last Executive/Advisory Committee meeting because we are in the fact-finding stage of preparing our report on faculty benefits.

Some developments since our last report:

- Provost Helms announced at the October meeting of the Board of Trustees that our benefits package is often mentioned by job candidates as a factor that works against their choosing to come to Clemson. The Provost has promised to ask the deans at her next advisory meeting with them what information they can give her on this matter.
- We have also established communication with Stuart Wyeth, the president of Graduate Student Government. The graduate students are planning a summit on benefits in the spring, and we have offered to work with them as appropriate to the extent that their concerns overlap those of faculty—as in the area of child care, for example.
- We have asked the library what materials they give new faculty.
- We have collected for study all relevant material on benefits that was offered at the benefits fair earlier this month.

Soon, we will be doing the following:

- Meeting with Lawrence Nichols, head of Human Resources
- Obtaining from Jan Murdoch's office the materials given new faculty at their new faculty orientation.
- Researching benefits in the *Chronicle of Higher Education*.

Faculty Senate

November 9, 2004

Research Committee Report

Submitted by Sean Williams

The Research Committee met on Thursday 11/4. Sean Williams, Roy Dodd, John Merriweather, David Dietrich, and Sarit Bhaduri attended. Our special guest was Chris Przirembel, Vice President of Research.

In response to the first major themes of the Research Committee's agenda for this year,

What is on the university's agenda for research across the disciplines?

we invited Dr. Przirembel to address the topic of the *appearance* that Clemson focuses too heavily on ICAR, COMSET, or economic development at the expense of research diversity in general and intellectual and human development research in particular. The broader question concerns how the university does or does not support research across disciplines and how his office prioritizes its activities.

Dr. Przirembel offered us a compelling and inclusive definition of "research" that guides his vision: ***"Research is a creative process that derives from original thought and is recognized by peer review."*** This definition evolved from his meetings with all the departments on campus a couple years ago with the other two Vice Presidents. Dr. Przirembel was dismayed that the faculty hadn't heard this definition and suggested at the conclusion of our meeting that the Research Committee might consider creating a plan to promote this definition of research.

A second key outcome of the conversation was that ***national recognition, how ever that is gauged in a discipline, is the yardstick for assigning value to research *not* its economic development potential.*** In other words, his office seeks to promote research in any discipline that contributes to Clemson's national reputation and he invests, sometimes through deans, and sometimes directly (e.g. cost share on grants) in programs that are positioned to garner national notice. The emphasis on ICAR, COMSET and other development activities, he said, was in large part because that is what legislators like to see because they don't understand the business of a university, but they do understand economic development. The challenge, according to Dr. Przirembel, is demonstrating in a tangible way how all areas of Clemson are valued according to their potential for national recognition.

On a related note, a third key point offered by Dr. Przirembel is that ***Clemson will not reach it's goal of top 20 without nationally recognized graduate programs in the humanities, liberal arts, and social sciences.*** When questioned further about this, it became clear that the Research Committee is concerned about teaching loads among these liberal arts and social science departments that seek to gain national notoriety because their research productivity might suffer as a result of their teaching loads. If the research suffers, and national recognition is related to research productivity, then we need to take a serious look at the teaching load among the non-science and engineering programs. The research committee will take up the question of how teaching load correlates to research productivity in response to its second major theme for this year:

What are the roadblocks to successful research across the disciplines?

The meeting concluded with action items that address the concerns that arose from the conversation but weave with the two main themes shown above:

- 1) Imagine a way to systematically infuse the campus with the definition of research offered above;
 - 2) Create a plan to demonstrate in tangible ways that the whole campus fits into to the definition of research;
 - 3) Benchmark Top 20 schools to determine the relationship of teaching loads to research productivity.
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FINANCE COMMITTEE
DRAFT REPORT ON PROMOTION, TENURE, REAPPOINTMENT POLICIES OF
CENTERS AND INSTITUTES
November, 2004

The Faculty Senate Finance Committee requested that the directors of 4 centers and institutes provide information on promotion, tenure and evaluation guidelines. The centers and institutes queried were the Center for Advanced Engineering Fiber and Films, Strom Thurmond Institute, Genomics Institute and The Institute on Family and Neighborhood Life.

Responses from the directors of the Center for Advanced Engineering Fiber and Films and the Genomics Institute were that all faculty associated with their organization were in academic departments and were appointed and evaluated according to the Faculty Manual and their departmental PTR guidelines. The Director of the Strom Thurmond Institute responded that, while his institute did have a more direct relationship with faculty associated the institute, all had departmental "homes" and were appointed and evaluated according to the Faculty Manual and their departmental PTR guidelines.

According to the director of the Institute on Family and Neighborhood Life, there are 5 faculty members with regular faculty appointments, all of whom are tenured and have appointments in academic departments as well as the institute. They are evaluated by the Institute Director, who reports to the Vice President for Public Service and Agriculture, a non-academic administrator. One faculty member in the institute has applied for promotion to full professor through her academic department TPR guidelines, with approval by the departmental TPR committee, the department chair, the Dean of BBS and the Provost. Further, according to the Director, "after the initial establishment of the institute," all faculty hires were conducted in accordance with the Faculty Manual for temporary or temporary grant positions. It is not clear whether the initial hires were in accordance with the Faculty Manual and through the home departments of the faculty members or how the temporary faculty in regular faculty ranks are evaluated.

It is recommended that Faculty Manual policies be consistently applied for appointment, reappointment, promotion, tenure, and evaluation of ALL people in regular faculty ranks.

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PROPOSED FACULTY MANUAL CHANGE – VII. H.

Current Wording:

Compensation for summer school teaching is computed on the basis of 3.25% of the faculty member's base salary per credit hour.

Proposed Wording:

Compensation for summer school teaching is computed on the basis of **4.16%** of the faculty member's base salary per credit hour. **For a course in which the number of registered students is inadequate to support full payment, a faculty member may be offered the option either not to teach the course or to receive a reduced salary based on tuition income generated. Deviations from this policy must be approved by the Departmental Advisory Committee or the departmental faculty, as a whole, if no Departmental Advisory Committee exists, and shall be distributed in writing to all departmental faculty.**

Rational:

Currently, some departments follow his policy, often with considerable frustration, while others ignore the policy entirely. This proposed policy sets two default procedures while allowing flexibility for special circumstances and clarity/transparency for faculty members who want to know what the policy is.

This proposed Faculty Manual change was passed by the Faculty Senate on November 9, 2004.

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MINUTES
FACULTY SENATE MEETING
DECEMBER 14, 2004

1. Call to Order: President Webb M. Smathers, Jr., called the meeting to order at 2:32 p.m. and then welcomed and recognized guests.

2. Approval of Minutes: The Faculty Senate Minutes of November 9, 2004 were approved as distributed.

3. "Free Speech" Period:

4. Special Order of the Day: Katie Bayless, Vice President of the Student Body, shared the proposal regarding a concentrated study period (Attachment A).

5. Committee Reports:

a. Senate Committees

1) Policy Committee: Chair Fran McGuire stated that the Committee is rethinking the issue of college and departmental governance and will recommend that these sections go back into the *Faculty Manual* as a requirement. The discussion regarding institutes and centers has just begun and will be a big issue. The next meeting will be on January 18th at 3:00 p.m. He submitted the Policy Committee Report dated November 16, 2004 (Attachment B).

2) Welfare Committee: Chair Donna Winchell submitted and explained the Committee Report (Attachment C).

3) Scholastic Policies Committee: Chair Peter Kiessler stated that the plus/minus survey has now been completed and results will be discussed under New Business.

4) Research Committee: Chair Sean Williams shared with the Senate the items contained within the Committee Reports dated November 9 and December 14, 2004 (Attachments D and E).

5) Finance Committee: Chair Beth Kunkel noted that the Committee awaits information from deans about summer salaries and information from the total compensation study.

b. University Commissions and Committees Reports

1) Alcohol and Drug Task Force – Senate Alternate Des Layne, Chair, noted that this Task Force is reviewing results from a faculty and staff survey from two years ago.

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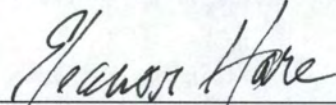
6. President's Report: President Smathers reported:
- a. that elections to the Grievance Board membership and appointments as Grievance Counselors will be held in January, 2005. President Smathers asked that nominations be forwarded to the Faculty Senate Office for inclusion on the ballots.
 - b. that Thornton Kirby, Executive Secretary to the Board of Trustees and Assistant to the President, will leave Clemson and that the Faculty Senate will miss working with him.
 - c. that with the departure of Mr. Kirby and Scott Ludlow in addition to its being President Barker's fifth year, the President is looking at restructuring the University.
 - d. that the General Faculty and Staff meeting will be held at 1:00 p.m., tomorrow, December 15, 2004 and that he hoped many Senators would be present.
 - e. that the Class of '39 Celebration will be from 6-8 p.m. on January 10th and told Senators to put the date in their calendars and to plan to attend. President Smathers also reminded the Senators of the Bell Tower Ceremony honoring Art Young to be held at 10:00 a.m. on January 11, 2005 at the Carillon Gardens.
 - f. that Human Resources has a new employee orientation on line – <http://www.clemson.edu/humanres/Training> (Attachment F).
 - g. that he will establish a committee, to be chaired by Curtis White, to address the possibility of departmental mentoring programs.
 - h. that he would like to hear comments regarding President Barker's recent comments about public education and support.

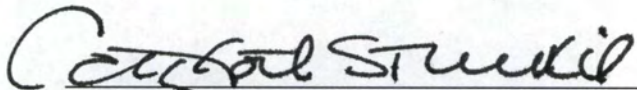
7. Old Business: None

8. New Business:

- a. President Smathers introduced a Resolution Supporting the Response by the Administration which was further explained and submitted for approval by Senator McGuire, who also noted that the Resolution was passed by the Executive/Advisory Committee. Following an editorial change, vote to accept was taken and passed unanimously (FS04-12-1 P) (Attachment G).
- b. Senator McGuire submitted the proposed *Faculty Manual* change, Evaluation Disclaimers and Grievances and Flowchart, for approval. Vote was taken and proposed change passed unanimously (Attachment H).
- c. Senator Kiessler submitted the Plus/Minus Grading Survey and Responses (Attachment I) and provided highlights of the results. He then submitted the Resolution on Plus/Minus Grading from the Scholastic Policies Committee. Vote was taken to accept resolution and passed (FS04-12-2 P) (Attachment J). The Faculty Senate does not adopt recommending Plus/Minus Grading. President Smathers thanked the Scholastic Policies Committee for their diligent work on this issue.

9. Adjournment The meeting was adjourned by President Smathers at 4:00 p.m.


Eleanor Hare, Secretary


Cathy Toth Sturkie, Program Assistant

Absent: G. Birrenkott, R. Dodd, Denny Smith (D. Layne for), G. Cunningham, C. Pury, T. Churan, Dennis Smith, M. Ellison (M. Smotherman for), S. Bhaduri, G. Lickfield, J. Meriwether

Attest: The meeting was conducted by President [Name] on [Date]

[Signature]

Secretary

[Signature]

Chairman

Attest: The meeting was conducted by President [Name] on [Date]

Proposal – Concentrated Study Period

Respectfully Submitted by
Katy Bayless
Undergraduate Student Body Vice President



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Proposal - Concentrated Study Period

Purpose:

To allow for an addition of one day prior to examinations in the Fall and Spring semesters that would contain no classes and no examinations.

History:

- The last "Reading Day" was Friday April 23, 1999.
- Due to the expansion of common exams and the Wednesday addition to Thanksgiving; in 2001 there was the implementation of Saturday-Saturday exams (began Saturday December 8th to Saturday December 15th 2001):
 - ACCT 201/202
 - CH 101/102
 - PHYS 122/221
 - EX ST 301
 - MTHSC 106/108

Student Perspective:

A survey was administered to 90 undergraduate students and the results were as follows:

1. Year:
 - Freshman (28%)
 - Sophomore (24%)
 - Junior (16%)
 - Senior (31%)
2. Prefer having a study day vs. going straight into Saturday exams:
 - Prefer to have a study period (91%)
 - Prefer Saturday exams (9%)
3. Maximum amount of exams students can handle in one day:
 - 1 exam (32%)
 - 2 exams (67%)
 - 3 exams (1%)
4. Willingness to take more than one exam on a day in exchange for a study day:
 - Not willing (27%)
 - Willing (72%)

Faculty Perspective:

The conclusion of each semester is a hectic time of the year for both faculty and students. The implementation of a concentrated study period would allow more flexibility for faculty prior to administering examinations. In addition, athletic excuses for the first Saturday of examinations would not be prevalent thereby relieving faculty from the burden of ensuring that a make up exam is attainable.

Exploring Possibilities:

- **Shortening Fall Break:**
Clemson University aims to remain at the same number of total days per semester of classes that we currently have. Therefore, if there were to be an implementation of one less day for Fall Break then we could explore the idea of having that Friday prior to examinations becoming a concentrated study period.
- **The Numbers Game:**
The current system of examinations initially revolves around common exams. Once these are scheduled, each class time is scheduled for an exam time. I would like to see the research done in the scope of working out the class/exam time schedule to see which ones could overlap and create the least amount of conflicts. This could be administered by graduate students in the math department.
- **Changing Graduation:**
Clemson has the unique tradition of making graduation more than just a ceremony by certifying that all students at graduation are actually eligible to receive their diploma. Research could be conducted to see if students would like to discontinue this tradition in order to move exams back a day. The logistics would make this the most difficult approach to tackle when considering University Housing, Registration Services, and the fact that many students would have to wait until the following Monday after exams to conclude their examinations.
- **Implementing 4 Exams/Day:**
The effect of shortening examination times to 2 hours and 30 minutes would allow 4 exams/day. From this there could be complaints from students who would have more than 2 exams on a day. A possible solution could be going back to the "numbers game" where there is an exploration of the least amount overlap in class/examination times.

Attachments:

Enclosed with this document you will find a copy of the legislation passed through the Undergraduate Student Senate, the current exam schedule, a look into our peer

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institutions and other institutions in the Southeast, and a sample survey that was administered to the student body.

Conclusion:

On behalf of the Undergraduate Student Body I urge you to please seriously consider the exploration of an alternate examination schedule. The implementation of a task force comprised of faculty, graduate students and undergraduate students is a definite possibility.

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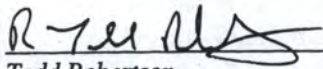


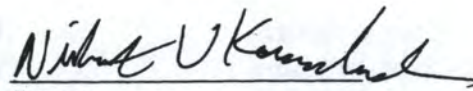
A Resolution
Emphasizing the Need for a Concentrated Study Period

Resolution No. 2
2004/2005 Clemson University Student Senate
Committee: Academic Affairs

Date Submitted: 10/4/04
Date Approved: 10/11/04
Author: Michael D. Stadnisky
Dekera Greene

1. **Purpose:** To provide a concentrated study period for the undergraduate student body.
2. **Whereas,** For the past 20 years the undergraduate student body was allowed a concentrated
3. study period from Friday evening to Monday morning exams, and
4. **Whereas,** In 2001 this policy was changed with the addition of Saturday exams, and
5. **Whereas,** Currently students have less than 24 hours between their last class and the start of exams, and
6. **Whereas,** With the implementation of the new general education requirements in Fall 2005, exam time
7. conflicts will therefore decrease allowing for more flexible scheduling,
8. **Be it resolved** by the Clemson University Undergraduate Student Senate in regular session assembled
9. the following:
10. **That,** the Senate strongly encourages the Administration to allow for a concentrated study period to
11. return in the Fall of 2005 with exams beginning on Monday December 12 and concluding on Saturday
12. December 17.


Todd Robertson
Student Senate President


Senator

11-23-04

Date

Cc: President Barker	Joy Smith	Adam Hammond	Almeda Jacks	Thornton Kirby
Rusty Guill	Julie Garcia	WSBF	George Smith	Board of Trustees
The Tiger	CCN	Webb Smathers	Julie Walters-Steele	Dr. Doris Helms
Terry Don Phillips	Mandy Hays	Cathy Sturkie	George Carter	Dean Schach
Dean Trapnell	Dean Keinath	Dean Allen	Dean Schoulties	Bobby Douglas
Hafizah Geter	Student Affairs	Committee of the	Board of Trustees	J. V. Reel, Jr.
Stan Smith				



OFFICE OF STUDENT GOVERNMENT
OFFICE OF STUDENT GOVERNMENT
159 Union Plaza Box 344004
159 Union Plaza Box 344004
864.656.2195 FAX 864.656.2195
SC 29634-4004
SC 29634-4004

REVISED FINAL EXAM SCHEDULE

MWF	8:00 am - 8:50 am	Friday	8:00 am - 11:00 am •
MWF	9:05 am - 9:55 am	Monday	8:00 am - 11:00 am •
MWF	10:10 am - 11:00 am	Thursday	1:00 pm - 4:00 pm —
MWF	11:15 am - 12:05 pm	Wednesday	8:00 am - 11:00 am •
MWF	12:20 pm - 1:10 pm	Monday	1:00 pm - 4:00 pm //
MWF	1:25 pm - 2:15 pm	Tuesday	1:00 pm - 4:00 pm —
MWF	2:30 pm - 3:20 pm	Thursday	8:00 am - 11:00 am •
MWF	3:35 pm - 4:25 pm	Wednesday	6:30 pm - 9:30 pm —
MW	4:00 pm - 5:15 pm	Wednesday	6:30 pm - 9:30 pm —
MWF	4:40 pm - 5:30 pm	Saturday2	8:00 am - 11:00 am •
MW	5:45 pm - 7:00 pm	Monday	6:30 pm - 9:30 pm** ↗
M	6:15 pm - 9:00 pm	Monday	6:30 pm - 9:30 pm** ↘
W	6:15 pm - 9:00 pm	Saturday1	1:00 pm - 4:00 pm e
MW	7:15 pm - 8:30 pm	Saturday1	1:00 pm - 4:00 pm ➤
TTH	8:00 am - 9:15 am	Wednesday	1:00 pm - 4:00 pm ↗
TTH	9:30 am - 10:45 am	Saturday1	6:30 pm - 9:30 pm
TTH	11:00 am - 12:15 pm	Tuesday	8:00 am - 11:00 am •
TTH	12:30 pm - 1:45 pm	Friday	1:00 pm - 4:00 pm —
TTH	2:00 pm - 3:15 pm	Monday	6:30 pm - 9:30 pm**
TTH	3:30 pm - 4:45 pm	Saturday1	8:00 am - 11:00 am •
TTH	5:00 pm - 6:15 pm	Tuesday	6:30 pm - 9:30 pm —
T	6:15 pm - 9:00 pm	Tuesday	6:30 pm - 9:30 pm —
TH	6:15 pm - 9:00 pm	Thursday	6:30 pm - 9:30 pm***
TTH	6:30 pm - 7:45 pm	Thursday	6:30 pm - 9:30 pm***
Conflict Resolution Exam		Saturday2	6:30 pm - 9:30 pm ↗
Common Exam		Thursday	6:30 pm - 9:30 pm*** ↗
Common Exam		Friday	6:30 pm - 9:30 pm —
Common Exam		Friday	6:30 pm - 9:30 pm —
Common Exam		Saturday2	1:00 pm - 4:00 pm ↗
Common Exam		Saturday2	1:00 pm - 4:00 pm —

Common Exam groupings:

ACCT / CH
PHYS / EX ST
MTHSC

** , *** built in conflicts

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Top 20 Schools Nationwide(USnews.com)

Harvard University

- Uses a 12 day "Reading period" prior to examinations

Princeton University

- Uses a 9 day "Reading period" prior to examinations

Yale University

- Uses an 8 day "Reading period" prior to examinations

University of Pennsylvania

- Uses a 4 day "Reading period" prior to examinations

Duke University

- Uses a 3 day "Reading period" prior to examinations

MIT

- Has 3 days between last day of class and their examination period

Stanford

- Has 1 day before exams

California Inst. of Technology

- Uses a 4 day "Study Period" prior to examinations

Dartmouth

- Has a 4 day "Pre-examination break"

Northwestern

- Has 2 days between last day of class and their examination period

Washington University in St. Louis

Brown

- Uses a 6 day "Reading Period" prior to examinations

Cornell

- Uses a 4 day "Study Period" prior to examinations

Johns Hopkins

- Uses a 2 day "Reading Period" prior to examinations

University of Chicago

- Uses a 2 day "Reading Period" prior to examinations

Rice University

University of Notre Dame

- Uses a 4 day "Reading Period" prior to examinations

Vanderbilt

- Depending on the college, Vanderbilt observes anywhere from 1 to 3 "reading days."

***Emory University**

- Has 1 day between the last day of classed and their examination period

Middle and Large Southern Public Universities

University of South Carolina

***Auburn University**

- Has 1 "reading day" prior to their examination period

***Wake Forrest University**

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- Has 1 "reading day" prior to their examination period

Alabama State University

Appalachian State University

- Has 1 "reading day" prior to their examination period

College of Charleston

- Has 1 "reading day" prior to their examination period

Florida State University

- Has 2 days between last day of class and their examination period

Francis Marion University

- Has 1 "reading day" prior to their examination period

***Georgia Tech**

- Has 2 days between last day of class and their examination period

Louisiana State University

- Has 5 "Concentrated Study Period" prior to their examination period

***North Carolina State University**

- Has a 5 day "Dead Week" prior to their examination period

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DEAD DAY SURVEY

1. What year are you? (CIRCLE ONE)

Freshman

Sophomore

Junior

Senior

2. Would you like to have a dead day prior to the start of examinations each semester (dead day meaning no class/ no exams for a day) or do you prefer going straight from Friday class to Saturday exams?

(CIRCLE ONE)

I would prefer to have a dead day

I like going straight into exams

3. What is the maximum amount of exams you could handle in one day? (CIRCLE ONE)

1 exam

2 exams

3 exams

4. Would you be willing to take more than one exam on a day in exchange for a dead day? (CIRCLE ONE)

No, I would prefer my exams be more spread out

Yes, a day off would help me in preparation for exams

5. Please share any opinions you have concerning Clemson University adopting a dead day below.

Thank you for taking the time to fill out this survey!

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DRAFT Minutes of the Policy Committee
November 16, 2004
205 Cooper Library

Attending: Fran McGuire (chair), Bryan Simmons, Dennis Smith, Mark Smotherman
Guests: Eleanor Hare, Connie Lee, Pat Smart, Cathy Sturkie

The minutes of the October meeting were approved (motion Smotherman, second Lee).

Proposed insertion into the *Faculty Manual* of sections on college and departmental governance: There was concern about how the Library (and possibly the Emeritus College and any colleges defined in future) fit into the requirements. It was proposed that the fourth paragraph begin "Each college in which it is applicable shall have as a standing committee a Curriculum Committee." It was decided to request *Faculty Manual* Editor, Holley Ulbrich, to check with someone in the library about wording that would be appropriate for them.

It was noted that nothing in the text requires departments to have bylaws. One suggestion was the insertion of: "In conformity with the college bylaws and the *Faculty Manual*, each department shall establish bylaws." It was agreed that SACS probably requires bylaws. Pat Smart said that she is in the process of putting departmental bylaws on the web for the Provost's office. The committee agreed to revisit the issue of inclusion of departmental bylaws at the next meeting.

These sections are not revisions of current sections in the FM, but will be presented to the Senate as entirely new text. Thus, when the committee finishes work on these two sections, we may present the entire sections to the Senate without strike-thru and bold.

Fran McGuire spoke with Clay Steadman regarding political/religious messages attached to e-mail. Mr. Steadman said that as long as e-mail is available for personal use for faculty, it is very difficult to say a message is OK for some personal purposes but not OK for other personal purposes. He noted that an exception exists if the e-mail creates a hostile environment. He also said that if the University is speaking through a message, that puts the e-mail message in a different light. Mr. Steadman would prefer that we not draft a policy. The committee agreed that if someone else complains, then we can revisit this issue. It was noted that current procedures (such as filing a grievance) exist for handling complaints.

Connie Lee said that Diversity Committee unanimously decided to drop this issue.

Cindy Pury will meet with Dean Jan Murdoch to discuss faculty rights in student grievances.

A proposed change to IV. E. in the *Faculty Manual* to define when the grievance clock starts with respect to annual evaluation was discussed. The committee suggests that the wording of the last sentence in the proposed change be reworded. The new text would be:

"Filing a disclaimer does not preclude or delay filing a grievance under Grievance Procedure II (see section V. D. and Appendices I and J). The time period for the grievance process begins

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after the faculty member acknowledges by signature that he or she has received the dean's response."

The committee would like for Holley Ulbrich to revisit the flow chart that accompanies this section and add a time line between "No disclaimer" and "Dean receives evaluation." The text and the flowchart will be presented to the Senate at the December meeting.

The committee had been requested to look at IV. D. Procedures for Renewal of Appointment, Tenure, and Promotion. In the case of both annual evaluation and post tenure review, the faculty member is given the right to respond to the chair's evaluation, to the committee evaluation, and to the dean's evaluation in writing. This response becomes part of the total document. The committee agreed that the responses are important and should be in the *Faculty Manual*. Holley Ulbrich will be asked to put this inclusion of faculty responses into context and bring it back to the committee.

Holley Ulbrich had provided the committee with a draft of a new section (V.d.3) to define grievable events. As time for discussion was not available, this item was postponed to the next meeting of the committee.

There was a brief discussion of centers and institutes. It was asked if faculty should have any role in approving/recommending institutes and centers, both off-campus and on-campus. It was noted that the Senate finds it very hard to get a handle on how faculty in these units evaluated. The committee will discuss these organizations further in future meetings. Questions that were asked: What happens if institutes don't work out? What about checks and balances exist? What about centers/institutes teaching classes and granting degrees? (It was noted that the Strom Thurmond Institute hosts a degree in Policy Studies.) Where is approval of courses/degrees granted because there is no department or college? It was noted that some institutes are under PSA or Research, not under the Provost.

Report from the Welfare Committee
of the Faculty Senate

The Welfare Committee met at 1 PM on Wednesday, November 17, 2004. In attendance were Rachel Mayo, Michele Martin, Geoff Zehnder, and Donna Winchell, chair.

The committee continued discussing benefits. We looked at some of the information about benefits given out at the Benefits Fair.

Our guest at our December 1 meeting will be Krissy Kaylor, Benefits Coordinator, Payroll and Employee Benefits.

The decision was made to simply report on how our state benefits compare with those of other states since changes in the state plan would have to be made on the state level and not the local level. It seems that many of the problems arising from the health plan have to do with making the system work as it should. A recommendation was made that Clemson could have counselors who would work with faculty who had problems getting their benefits as promised in a timely and efficient manner.

The questions we will pose to Mrs. Kaylor are how our plan compares with those of neighboring states, what proposed changes in the plan she is aware of, and whether there currently exists a system for aiding faculty with their claims.

In lieu of a campus wide survey, the committee decided to try to elicit from faculty via their lead senators information about benefits faculty would like to see offered.

The committee discussed at some length the need for child care and whether enough help is being offered to help spouses of job candidates find jobs. Rachel reports that a committee has already been formed to once again investigate the need for child care and will look into that in order not to duplicate efforts that are already underway.

We still have plans to look into writing a new document that would "sell" Clemson to job candidates that none of the current documents now seem to do.

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Research Committee ReportSubmitted by Sean Williams

The Research Committee met on Thursday 11/4. Sean Williams, Roy Dodd, John Merriweather, David Dietrich, and Sarit Bhaduri attended. Our special guest was Chris Przirembel, Vice President of Research.

In response to the first major themes of the Research Committee's agenda for this year,

What is on the university's agenda for research across the disciplines?

we invited Dr. Przirembel to address the topic of the *appearance* that Clemson focuses too heavily on ICAR, COMSET, or economic development at the expense of research diversity in general and intellectual and human development research in particular. The broader question concerns how the university does or does not support research across disciplines and how his office prioritizes its activities.

Dr. Przirembel offered us a compelling and inclusive definition of "research" that guides his vision: ***"Research is a creative process that derives from original thought and is recognized by peer review."*** This definition evolved from his meetings with all the departments on campus a couple years ago with the other two Vice Presidents. Dr. Przirembel was dismayed that the faculty hadn't heard this definition and suggested at the conclusion of our meeting that the Research Committee might consider creating a plan to promote this definition of research.

A second key outcome of the conversation was that ***national recognition, how ever that is gauged in a discipline, is the yardstick for assigning value to research *not* its economic development potential.*** In other words, his office seeks to promote research in any discipline that contributes to Clemson's national reputation and he invests, sometimes through deans, and sometimes directly (e.g. cost share on grants) in programs that are positioned to garner national notice. The emphasis on ICAR, COMSET and other development activities, he said, was in large part because that is what legislators like to see because they don't understand the business of a university, but they do understand economic development. The challenge, according to Dr. Przirembel, is demonstrating in a tangible way how all areas of Clemson are valued according to their potential for national recognition.

On a related note, a third key point offered by Dr. Przirembel is that ***Clemson will not reach it's goal of top 20 without nationally recognized graduate programs in the humanities, liberal arts, and social sciences.*** When questioned further about this, it became clear that the Research Committee is concerned about teaching loads among these liberal arts and social science departments that seek to gain national notoriety because their research productivity might suffer as a result of their teaching loads. If the research suffers, and national recognition is related to research productivity, then we need to take a serious look at the teaching load among the non-science and engineering programs. The research committee will take up the question of how teaching load correlates to research productivity in response to its second major theme for this year:

What are the roadblocks to successful research across the disciplines?

The meeting concluded with action items that address the concerns that arose from the conversation but weave with the two main themes shown above:

- 1) Imagine a way to systematically infuse the campus with the definition of research offered above;
- 2) Create a plan to demonstrate in tangible ways that the whole campus fits into to the definition of research;
- 3) Benchmark Top 20 schools to determine the relationship of teaching loads to research productivity.

Faculty Senate

Dec 14, 2004

Research Committee Report

Submitted by Sean Williams

Committee met on Dec 9 in 418 Daniel. Our agenda items were:

- 1) Review last report (from Nov Faculty Senate meeting)
- 2) Discuss our accomplishments against our originally stated goals (8/9/04)
- 3) Review action items resulting from meeting with Chris Przirembel
- 4) Develop research questions for benchmark study of other schools
- 5) Delegate action items

What have we accomplished so far?

You might recall that we articulated three major goals / questions to address this year:

- a. What is on the university's agenda for research across the disciplines?
- b. What are the roadblocks to successful research across the disciplines
- c. What is the impact of the undergraduate research initiative?

On each of these items we have made progress. On the first, we have collected a couple internal studies that give us information about the way Clemson has defined itself. We have also heard from Chris Przirembel about how Clemson sees research across the disciplines. Items remaining on this topic are to create a benchmark study and to imagine ways to implement Przirembel's idea about getting the word out about research in all disciplines. This second action item also addresses our major goal above (the roadblocks to research) by creating a plan to demonstrate in tangible ways that the whole campus participates in research activity. We'll brainstorm plans at our first meeting in January.

We also continue to participate in the discussions about the undergraduate research initiative. This group has now met a couple times and definitely begun to tackle the hard questions about the program. In spring 38 pilot groups will meet as a test and the committee will also be circulating a white paper on the broad definition of *research* being used by the committee as something that involves creativity, mentoring, discovery. The committee also shifted its focus to the PROCESS of research as the major outcome of the program rather than attempting to design a program focused on research deliverables like articles.

One thing we have not at all addressed is the intersection of research and performance evaluation. That should be on the agenda for the spring as well since it's the year we're supposed to be evaluating evaluation.

Specific future action items:

- 1) create the benchmark study and subsequent report
- 2) brainstorm a plan to infuse the campus with a more global definition of research as offered by Przirembel
- 3) begin discussions with other committees on the intersection of research and evaluation.

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New Employee Orientation (NEO)

Online and Live Sessions

Purpose of NEO

- Makes employees aware of pertinent information for employment at Clemson University

Examples

■ Benefits and Insurance Options	■ Sexual Harassment Policy
■ Payroll Information	■ Employee Assistance Options
■ Training Opportunities	■ Computing Information
■ Parking Information	■ Emergency Information

Two forms of New Employee Orientation

Live Sessions

- Available at the ASB Lab

Online Sessions

- Available via the internet



Advantages of Online NEO

- Time-Saving
 - View Anywhere
 - Less time away from Department
 - Speakers time away from job
- Reference Material available
- Off-Campus Employees
- Consistency
- Flexibility
- Updated and Accessible Resources

Advantages of Live NEO

- Face-to-Face interaction with a presenter
- Easier question/answer opportunities
- Less intimidating for those who are not comfortable with a computer

Accessing New Employee Orientation

- Online Orientation
 - http://www.clemson.edu/humanres/Training_Develop/new_orient/welcome.htm
- Live Sessions once a month
 - Employees register to attend
 - Held at ASB Training Lab
 - <http://dprod6.clemson.edu/hrsreg/courselistingupcoming.asp?audience=hr>

New Employee Orientation

Offered in two Formats:

- **Live (held once per month)**
- **Online**

To register for live sessions:

<http://dprod6.clemson.edu/hrsreg/courselistingupcoming.asp?audience=hr>

To view online session:

http://www.clemson.edu/humanres/Training_Develop/new_orient/welcome.htm

Step 1: Required Paperwork

Step 2: New Employee Orientation

Presentation

Step 3: Benefits Orientation

Presentation

Step 4: Mandatory Fire Extinguisher

Training

Step 5: Additional Clemson University

Resources

Step 6: Conclusion

New Employee Orientation Resources

Navigation to Online New Employee Orientation from Human Resources Home Page:

1. <http://www.clemson.edu/humanres/>
2. Click on Employee Development and Training
3. Click on Online New Employee Orientation

**RESOLUTION SUPPORTING THE
RESPONSE BY THE ADMINISTRATION**

EA04-11-1 P

FS04-12-1 P

Whereas, the faculty of Clemson University, while recognizing the value of extracurricular activities, believe such activities must support Clemson's mission of being a high seminary of learning; and

Whereas, the mission of the Clemson University Athletic Department includes fostering and supporting opportunities for young men and women to grow, governed by the ideals of integrity, sportsmanship and fair play; and

Whereas, the opportunity to participate in extracurricular activities is accompanied by expectations that participants in such activities function as representatives of the University and are held to the highest standards of sportsmanship and integrity; and

Whereas, the recent actions by some members of the Clemson University football team did not meet the standards of integrity and sportsmanship expected by Clemson University; and

Whereas, the actions of those players required a response reestablishing the importance of integrity and sportsmanship to the Clemson University community; and

Whereas, the President and the Athletic Director of Clemson University are charged with leading the University and Athletic Department, respectively, in reaching their missions;

Be it resolved, that the Clemson University Faculty Senate Executive/Advisory Committee believes the actions taken by President James F. Barker and Athletic Director Terry Don Phillips in response to the behavior of members of the Clemson University football team following the November 20, 2004 game against the University of South Carolina reflect and affirm Clemson University's commitment to sportsmanship and integrity; and

Be it further resolved, that the Clemson University Faculty Senate Executive/Advisory Committee fully supports President Barker and Athletic Director Phillips in responding to this situation with good judgment and fortitude.

Passed by the Faculty Senate Executive/Advisory Committee on November 30, 2004.

Passed unanimously by the Faculty Senate on December 14, 2004.

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**Proposed Faculty Manual Change IV.E.
Evaluation Disclaimers and Grievances
HolleyH. Ulbrich, Faculty Manual Editorial Consultant**

IV. E. Present wording:

"If any disclaimer is filed...the material shall be forwarded to the Provost for further review."

IV. E. Proposed wording:

If any disclaimer is filed...the material shall be forwarded to the Provost for further review. **Filing a disclaimer does not preclude or delay filing a grievance under Grievance Procedure II (see section V.D. and Appendices I and J). The time period for the grievance process begins after the faculty member acknowledges by signature that he/she has received the dean's response to the evaluation.**

Rationale:

There has been confusion about the access to both procedures (disclaimer and grievance) and whether they are sequential or simultaneous. Waiting from the chair's evaluation until the disclaimer has been sent through channels could easily exceed the time limit for filing a GPII.

Passed unanimously by the
Faculty Senate on December 14, 2004.

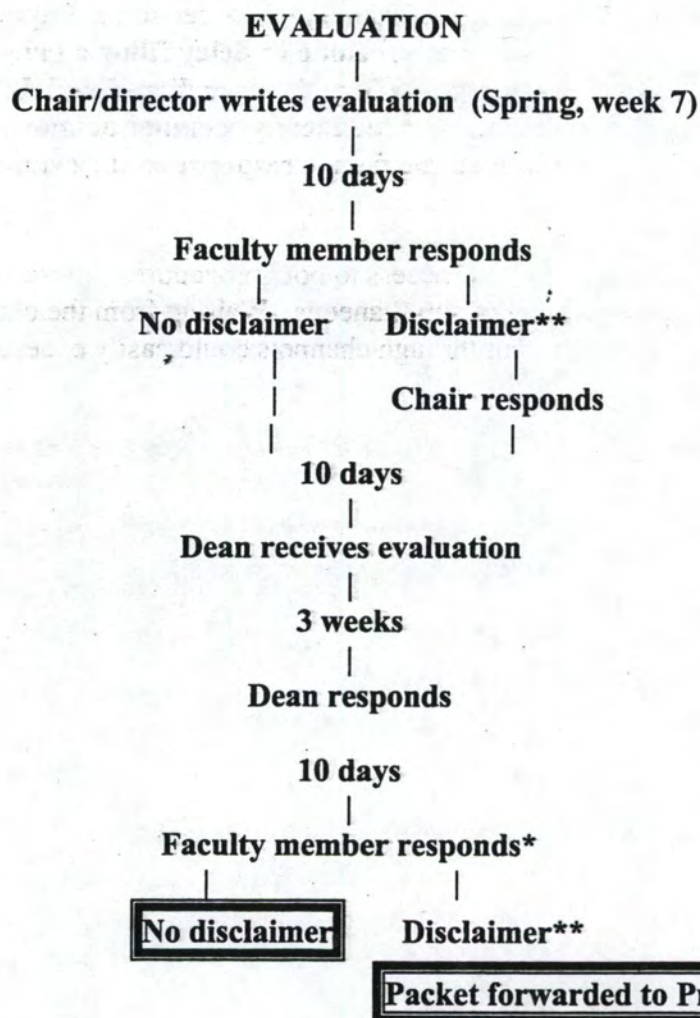
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FACULTY EVALUATION FLOW CHART

GOALS AND ACCOMPLISHMENTS

FAS/ Form 1 submitted (Spring, week 3)	Negotiation on goals	Final version (Spring, week 7)	Goal revision if needed (Fall, week 3)
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Form 2 submitted documenting accomplishments (Spring, week 2)



*If there is to be a grievance, the time of grievable event is the acknowledgement by signature of faculty member on Form 3 that he/she has read Dean's comments.

**Forwarded to provost if there is a disclaimer to either chair/director's or dean's evaluation.

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Plus/Minus Grading Survey Fall 2004

Prepared by the Office of Institutional Effectiveness and Assessment

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Survey

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2

Survey of Plus/Minus Grading

General Information

1. Were you a teacher of record for an undergraduate course offered at Clemson University at any time during the period beginning in the Fall semester of 2002 and ending in the Spring of 2004?

- ☐ Yes
☐ No (if your answer is no, please submit your survey now)

2. What is your title or rank?

- ☐ Lecturer
☐ Assistant Professor
☐ Associate Professor
☐ Professor
☐ Other

3. To which college do you belong?

- ☐ College of Agriculture, Forestry, and Life Sciences
☐ College of Architecture, Arts, and Humanities
☐ College of Health, Education, and Human Development
☐ College of Engineering and Science
☐ College of Business and Behavioral Science

II. Participation

4. I assigned at least one plus or minus grade in _____ of my undergraduate classes.

- ☐ None
☐ Some
☐ All

III. Workload

5. Compared to undergraduate courses in which I did not assign plus/minus grades, the time I spent preparing and grading undergraduate courses in which I assigned plus/minus grades was:

- ☐ More when assigning plus/minus grades
☐ About the same in both scenarios
☐ Less when assigning plus/minus grades
☐ Not Applicable

6. Compared to undergraduate courses in which I did not assign plus/minus grades, the number of students who reported dissatisfaction with their plus/minus grade:

- ☐ Increased when I assigned plus/minus grades
☐ Stayed about the same
☐ Decreased when I assigned plus/minus grades
☐ Not Applicable

7. If the plus/minus policy is adopted I think the number of students reporting dissatisfaction with their grade will:

- ☐ Increase
- ☐ Stay about the same
- ☐ Decrease

IV. Grade Inflation

8. I feel that using plus/minus grading in my class will _____ student GPA:

- ☐ Increase
- ☐ Have no effect on
- ☐ Decrease

V. Course Enrichment

9. I feel plus/minus grading will encourage students to work:

- ☐ Less
- ☐ About the same
- ☐ More

10. I believe that adopting the plus/minus grading policy will _____ my ability to accurately evaluate student performance.

- ☐ Hinder
- ☐ Have no effect on
- ☐ Enhance

VI. Overall Impressions

11. I feel that the University should adopt the plus/minus grading policy.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Disagree nor Agree
- ☐ Agree
- ☐ Strongly Agree

12. Please provide your candid thoughts on the plus/minus grading proposal.

- ☐ Negative
- ☐ Ambivalent
- ☐ Positive

Survey Responses

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2x

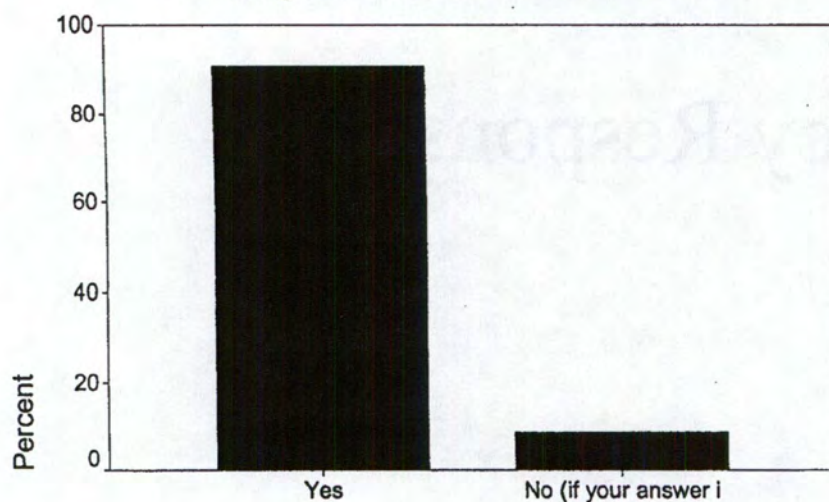
Plus/Minus Grading - 394 Total Responses

Frequency Table

1. Were you a teacher of record for an undergraduate course offered at Clemson University at any time during the period beginning in the Fall semester of 2002 and ending in the Spring of 2004?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	357	90.6	91.1	91.1
	No (if your answer is no, please submit your survey now)	35	8.9	8.9	100.0
	Total	392	99.5	100.0	
Missing	System	2	.5		
Total		394	100.0		

1. Were you a teacher of record for an
undergrad course offered at CU?

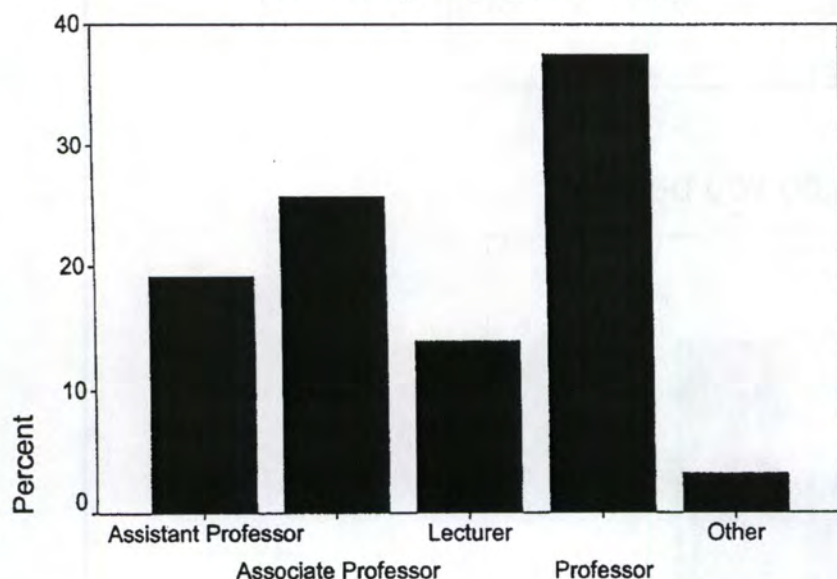


1. Were you a teacher of record at CU?

2. What is your title or rank?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Professor	70	17.8	19.2	19.2
	Associate Professor	94	23.9	25.8	45.1
	Lecturer	51	12.9	14.0	59.1
	Professor	137	34.8	37.6	96.7
	Other	12	3.0	3.3	100.0
	Total	364	92.4	100.0	
Missing	System	30	7.6		
Total		394	100.0		

2. What is your title or rank?



2. What is your title or rank?

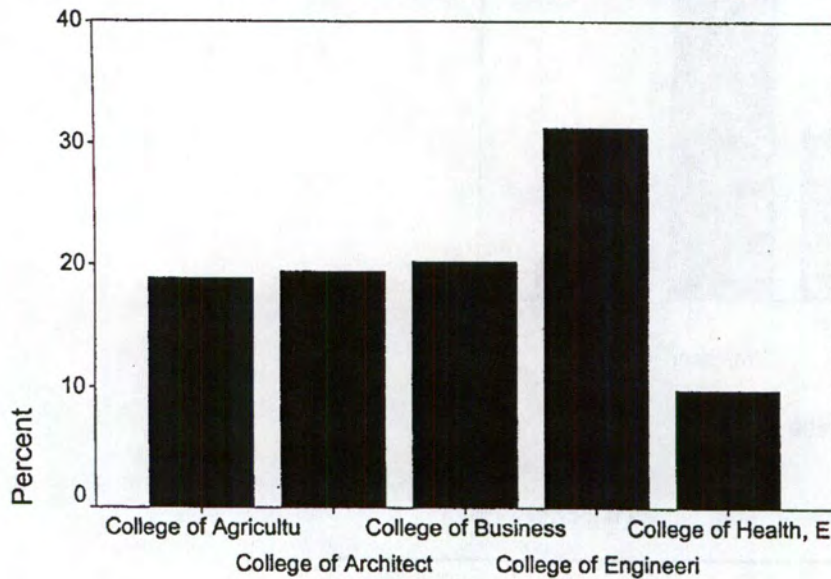
2a. If you answered "other" for title or rank, please describe.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		382	97.0	97.0	97.0
	Professor Emeritus	3	.8	.8	97.7
	Research Associate/Lecturer	1	.3	.3	98.0
	Senior Lecturer	3	.8	.8	98.7
	Visiting Assistant Professor	3	.8	.8	99.5
	Visiting Professor	2	.5	.5	100.0
	Total	394	100.0	100.0	

3. To which college do you belong?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College of Agriculture, Forestry, and Life Sciences	69	17.5	19.0	19.0
	College of Architecture, Arts, and Humanities	71	18.0	19.5	38.5
	College of Business and Behavioral Sciences	74	18.8	20.3	58.8
	College of Engineering and Science	114	28.9	31.3	90.1
	College of Health, Education, and Human Development	36	9.1	9.9	100.0
	Total	364	92.4	100.0	
Missing	System	30	7.6		
Total		394	100.0		

3. To which college do you belong?

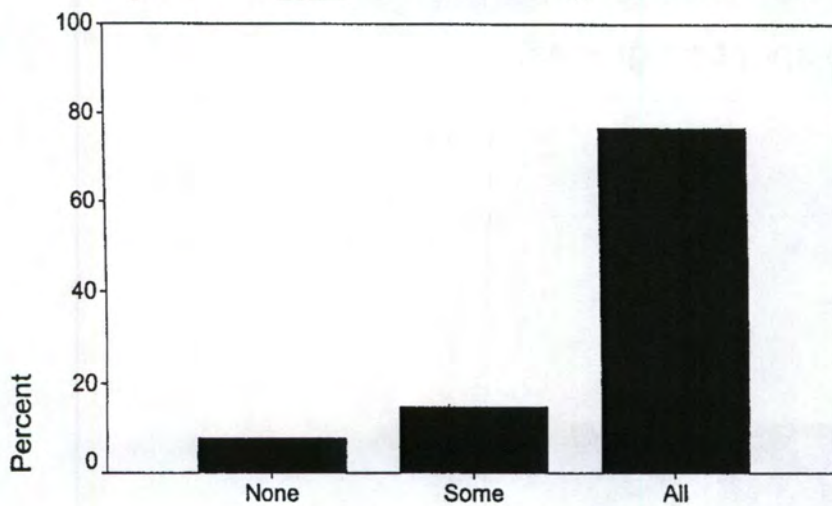


3. To which college do you belong?

4. I assigned at least one plus or minus grade in _____ of my undergraduate classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	29	7.4	8.1	8.1
	Some	54	13.7	15.0	23.1
	All	276	70.1	76.9	100.0
	Total	359	91.1	100.0	
Missing	System	35	8.9		
Total		394	100.0		

4. I assigned at least one +/-
grade in ____ of my undergrad courses.

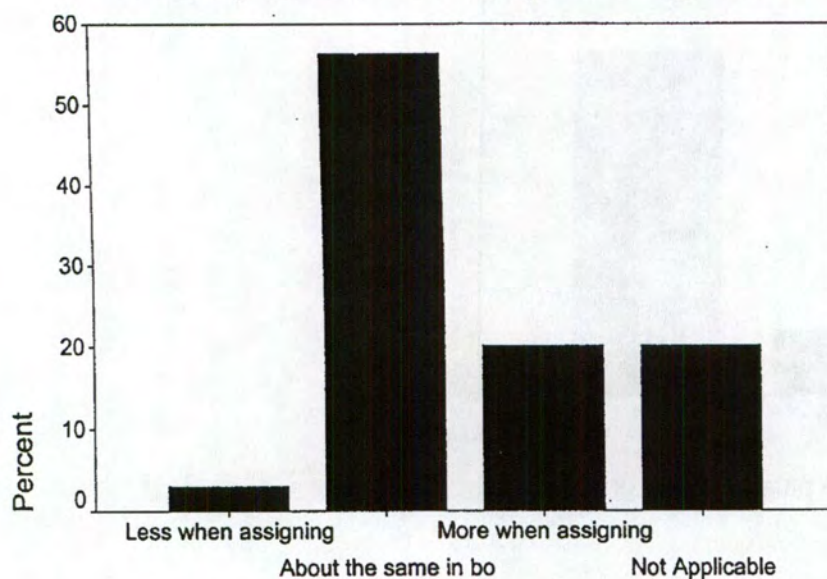


4. I assigned at least one plus or minus grade.

5. Compared to undergraduate courses in which I did not assign plus/minus grades, the time I spent preparing and grading undergraduate courses in which I assigned plus/minus grades was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less when assigning plus/minus grades	11	2.8	3.1	3.1
	About the same in both scenarios	198	50.3	56.4	59.5
	More when assigning plus/minus grades	71	18.0	20.2	79.8
	Not Applicable	71	18.0	20.2	100.0
	Total	351	89.1	100.0	
Missing	System	43	10.9		
Total		394	100.0		

5. Comparison of time spent on grades.

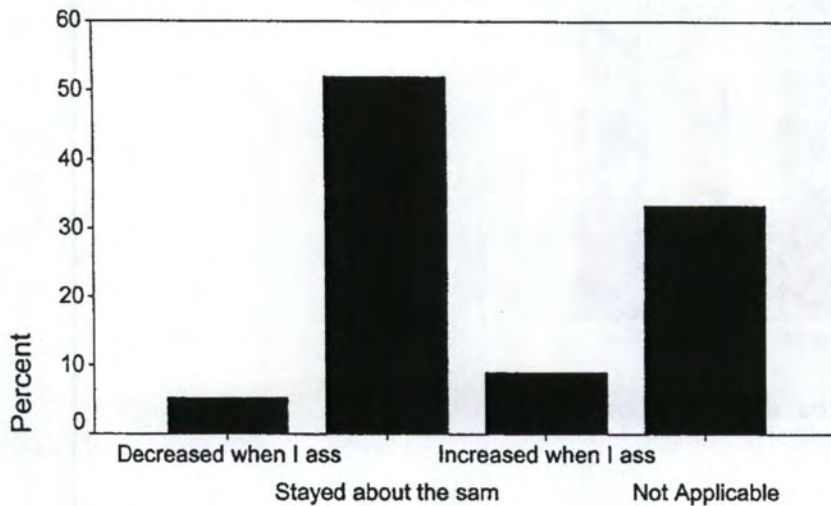


5. Comparison of time spent on grades.

6. Compared to undergraduate courses in which I did not assign plus/minus grades, the number of students who reported dissatisfaction with their plus/minus grade:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decreased when I assigned plus/minus grades	19	4.8	5.4	5.4
	Stayed about the same	184	46.7	52.1	57.5
	Increased when I assigned plus/minus grades	32	8.1	9.1	66.6
	Not Applicable	118	29.9	33.4	100.0
	Total	353	89.6	100.0	
Missing	System	41	10.4		
Total		394	100.0		

6. Comparison of assigning
vs. not assigning plus/minus grades.



6. Comparison of assigning/not assigning +/- grades

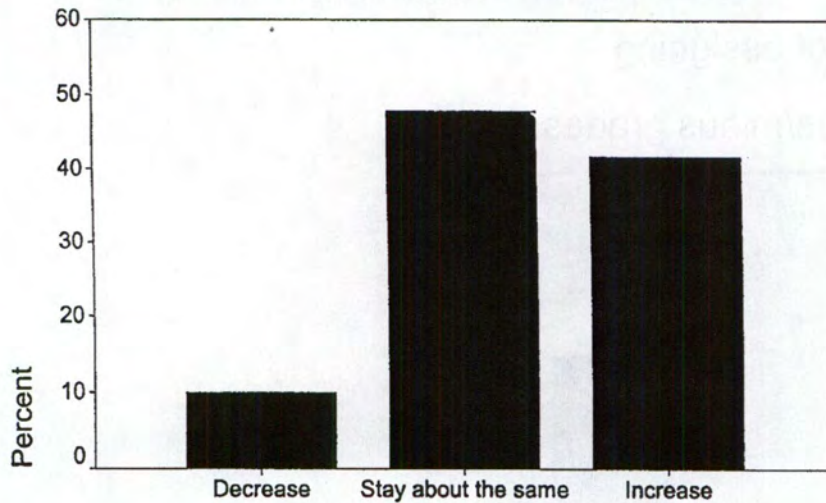
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7. If the plus/minus policy is adopted I think the number of students reporting dissatisfaction with their grade will:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	36	9.1	10.1	10.1
	Stay about the same	171	43.4	48.0	58.1
	Increase	149	37.8	41.9	100.0
	Total	356	90.4	100.0	
Missing	System	38	9.6		
Total		394	100.0		

7. If the +/- system were adopted,
students reporting dissatisfaction would:

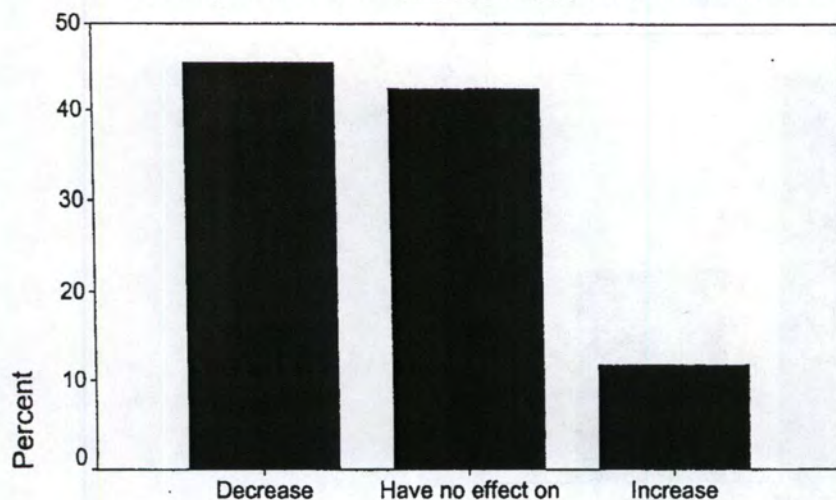


7. If the +/- policy were adopted, dissatisfaction would:

8. I feel that using plus/minus grading in my class will _____ student GPA:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Decrease	162	41.1	45.6	45.6
	Have no effect on	151	38.3	42.5	88.2
	Increase	42	10.7	11.8	100.0
	Total	355	90.1	100.0	
Missing	System	39	9.9		
Total		394	100.0		

8. I feel that using plus/minus grading
in my class will _____ student GPA



8. I feel that using +/- grading will _____ student GPA

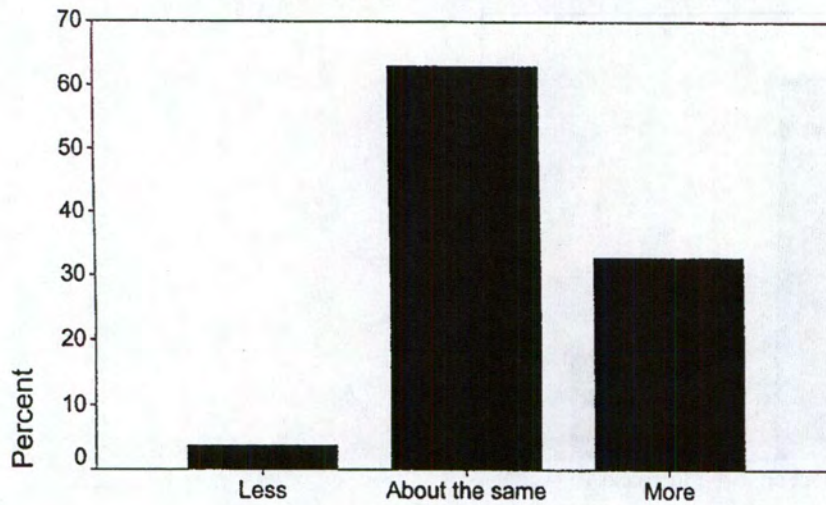
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9. I feel plus/minus grading will encourage students to work:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less	14	3.6	3.9	3.9
	About the same	226	57.4	63.1	67.0
	More	118	29.9	33.0	100.0
	Total	358	90.9	100.0	
Missing	System	36	9.1		
Total		394	100.0		

9. I feel plus/minus grading will

encourage students to work:

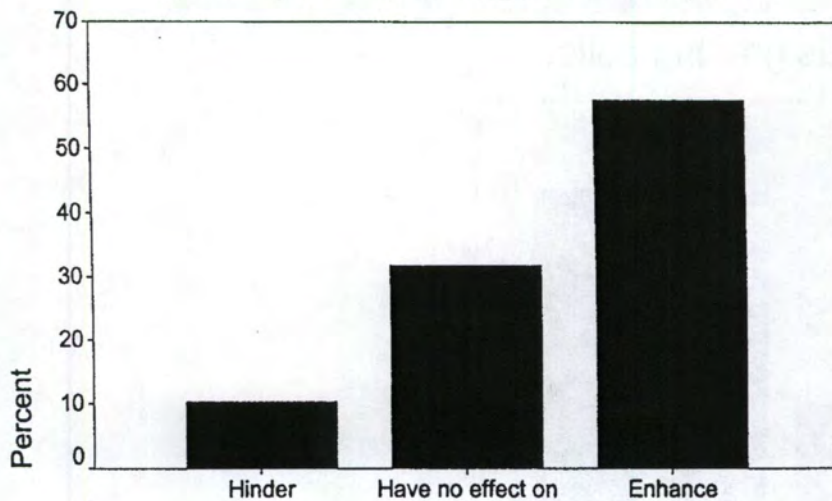


9. I feel +/- grading will encourage students to work:

10. I believe that adopting the plus/minus grading policy will _____ my ability to accurately evaluate student performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hinder	37	9.4	10.4	10.4
	Have no effect on	113	28.7	31.8	42.3
	Enhance	205	52.0	57.7	100.0
	Total	355	90.1	100.0	
Missing	System	39	9.9		
Total		394	100.0		

10. I believe that adopting the +/- grading policy will ____ student perf.



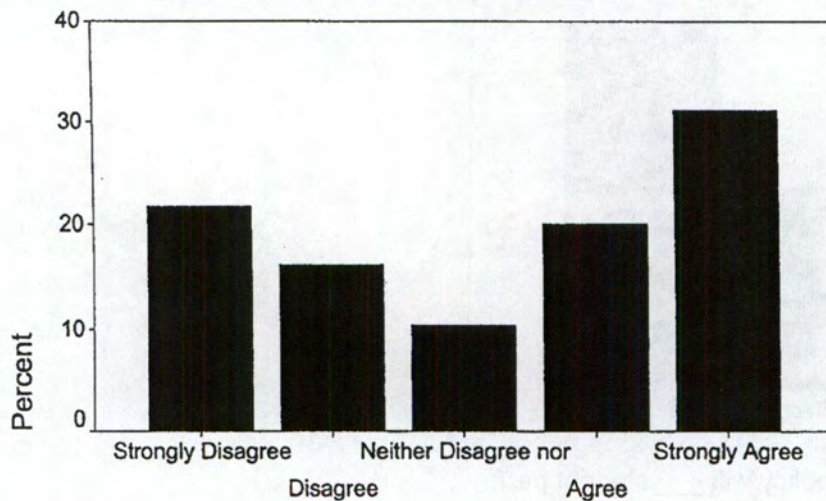
10. Adopting the +/- grading policy will ____ student perf.

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11. I feel that the University should adopt the plus/minus grading policy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	79	20.1	21.8	21.8
	Disagree	59	15.0	16.3	38.1
	Neither Disagree nor Agree	38	9.6	10.5	48.6
	Agree	73	18.5	20.2	68.8
	Strongly Agree	113	28.7	31.2	100.0
	Total	362	91.9	100.0	
Missing	System	32	8.1		
Total		394	100.0		

11. I feel that the University should adopt the plus/minus grading policy

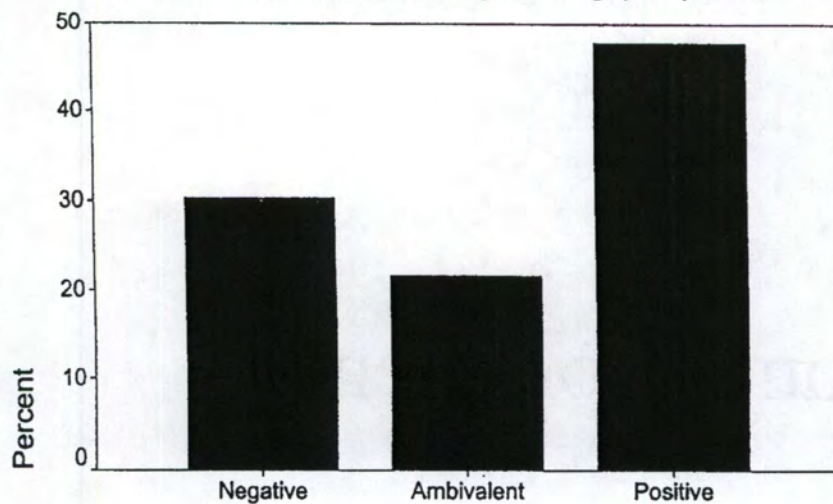


11. The University should adopt the +/- policy

12. Please provide your candid thoughts on the plus/minus grading proposal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	108	27.4	30.4	30.4
	Ambivalent	77	19.5	21.7	52.1
	Positive	170	43.1	47.9	100.0
	Total	355	90.1	100.0	
Missing	System	39	9.9		
Total		394	100.0		

12. Please provide your candid thoughts
on the plus/minus grading proposal



12. Candid thoughts on the +/- grading proposal

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Additional Comments

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**PLUS/MINUS GRADING SURVEY
COMMENTS FROM FACULTY**

It seems to me that the conclusions drawn regarding the overall drop of GPA are exactly what would be expected given that there is no bonus for receiving a A+. I never quite understood this policy - other school do award bonus quality points. I would like someone to go back to our data and reanalyze this data and give bonus points for a A+ grade. I suggest we give 4.3 quality points/per credit hour for an A+. Perhaps there should also be a policy that a student's overall GPA cannot be higher than a 4.0, so that we don't end up with student having an overall GPA of say 4.21.

Personally, I like +/- grading, but would only support the switch if we awarded bonus points for an A+. I think students and faculty would be much more comfortable with this revise policy, since the averages between the two systems are more likely to be similar and faculty having better gradation of assigned grades.

Good Morning El,

This is directed to you because the cover letter for the questionnaire said to send comments to you.

I just took the survey. Question 10 was problematic in that it assumes that grading, in general, is precise. One can divvy-up time into milliseconds and seconds, and the difference can be measured and demonstrated, consistently. But I can not verify that a student who made an 83 on a test (a "B-") knows less about the course material than a student who made an 84 (a "B"). Testing error, the student's love life, and a host of other factor impinge on the testing. Yes, this is true for all grading boundaries including pass/fail. But, the use of plus / minus is specious and simply expands the problem into the realm of the absurd.

The entire concept of grade inflation is spurious. If I have reasonable content in my course and every student demonstrates competency with that material, then I am one hell-of-a-good teacher and I have one hell-of-a-good group of students. They should all get "A's" and CU should be proud of that event. The real issue is not what grade was received but what level of competency was achieved. There does not have to be any relationship between grading and competency. Competency expectations vary among professors. Methods of evaluation vary among professors. This is why we have national certifying / licensing exams.

I sincerely wish that CU would stop wasting (my) time discussing grade inflation. Lets look at content and competency. Lets focus on "Reality Evaluation©" - performance after graduation.

In regard to the question about student opinion of the plus / minus system, I had no comments. I expect that this is because the student grade only registered as a whole grade. So having more important things to worry about the students did not contest the system in my classes. Having said that, casual conversations with students produced no student in favor of the system.

For myself, I had to re-script my software to handle this test. (I wonder if the Administration file human subjects forms for this experiment). It sure took a lot of my time to change the software, well more time than I wanted to give it.

For whatever it is worth I was not aware that students were made aware of the +/- grade the received--if they were, they certainly didn't give a hoot about it, possibly because it didn't matter.

Later comments:

Well, it does sort of reflect on the survey you guys are sending around these days--there are questions about the extent to which students complained about +/- grades...I never had one ask and when I mentioned +/- they seemed to look at me like I came from Mars (they frequently do that anyway). If the students didn't know about the +/- thing or knew that it didn't count on their GPR, the testing of the system was hardly useful and we have no idea how expensive it is going to be in terms of spending our time arguing with the little creatures.

I am a new assistant professor here at Clemson so I was not around during the period when Clemson invoked the plus/minus on a trial basis (Question 1 on the survey). However, I think it would be of value to consider the opinions of those that have used the system at other institutions. Just a constructive comment regarding the survey...thanks,

I don't have questions about the survey but I did want a thought about how the trial system might differ from the actual implementation.

First, my colleagues and I were reluctant to give pluses under the temporary system because students tended to take that as a signal that they could've gotten the next higher grade. This was more important to them under the trial system, since the actual letter grade was the only thing that counted. This would not be true under an actual plus/minus grading system. I would be more likely to give pluses under an actual plus/minus system that counted. Of course, students would also have more margins on which to negotiate grades. And, clearly, since an A+ doesn't increase your GPA, overall GPA's are most likely to fall under plus/minus grading.

Still, I'm in favor of the system as it encourages students to continue to work through the end of the semester.

My major comment was that I think students didn't voice much of an opinion about the Plus/minus system because they knew it didn't count. Once they see that it actually lowers their higher grade point averages, I think they will comment negatively.

Personally. I think its more trouble than its worth.

I thought toward the end of your survey you would have space for "comments". Since there was no such field in your survey I'll take the liberty of sharing my thoughts briefly.

1. Most teacher made test are not criterion - referenced (i.e. the are not based upon well defined course objectives (see the work of Robert Mager and others on the construction of performance objectives and their relationship to test item construction).
2. Most teacher made tests cannot or have not been documented for their validity or reliability.
3. I suspect that the "margin of error" for most tests is greater than the point spread between plus or minus grades.
4. Most university faculty have never been trained to construct tests.

Given the above... should any student or their parents decide to take a professor or the university to court, I don't think we would have a leg to stand on.

My main recommendation is that the university determines the value of plus-minus for everybody. I do not think every department should decide what is +/-.

There was no provision made on the survey for comments.
This is a VERY serious oversight.

I hope you are aware of the extensive statistical analysis of plus/minus grading done by my colleague Herman Senter -- including the interesting conclusion that it will kick more students ff scholarship.

No place for free-form comments on the survey?

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RESOLUTION ON PLUS/MINUS GRADING

FS04-12-2 P

A brief summary of the *Plus/Minus Grading Survey* is as follows. Roughly 10% of the faculty participated in the survey. Of those that participated:

- (1.) Most found their policy would hurt student GPA.
- (2.) About 25% believe p/m grading would motivate students to work harder while most of rest felt p/m grading would have no effect.
- (3.) Most felt that p/m grading would enhance their ability to evaluate student performance.
- (4.) There is a fairly even split (there are slightly more supporters) between faculty that support p/m grading and those that oppose it.

Based upon the results of the survey the committee concludes that there is not enough faculty support to recommend a change to p/m grading.

Passed by the Faculty Senate on December 14, 2004.

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